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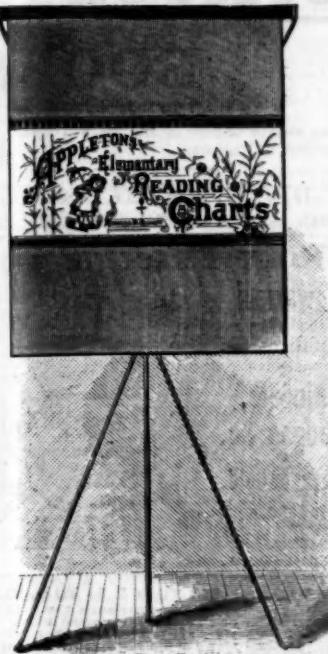
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ESTABLISHED 1870.

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New York, January 24, 1885.

PRESIDENT WHITE, of Cornell University, N. Y., says that his thermometer of hope sinks very rapidly when he sees a young man with a cigarette in his mouth in the morning.

THE teachers of the schools under the care of the Children's Aid Society in this city, are given money to spend in buying food for breakfastless pupils. This is charity; it is common-sense education. It is a thousandfold more Christian to carry a sack of flour to a starving family than to ask the Lord to do it. The colored people in the South, as well as the uncolored people in the North, need education, but they need something else first.

IT is not what we put on but what we put in that makes us grow. It is fashionable to put on, but it is reasonable to put in. A bank highly ornamented, gilded, furnished, but with no cash in its vaults could do no business

A very plain building with plenty of money would be infinitely more beneficial. A fashionable education, all gilt and glitter, but no gold, produces nothing. Better by far the uneducated roughness of Lincoln than the educated emptiness of the dude.

WHAT has made Thomas Alva Edison what he is—the greatest living American inventor? Not the education of the schools, for he has little; not inherited wealth, for he was born poor; not friends, for he had as few as most poor boys; but persistent thinking on what he saw around him. His mind took in what the eyes saw, and wrought it out into new inventions. He is a remarkable example of what an education by doing and thinking can accomplish.

IT is hard, sometimes, to feel that it is our duty to love the unlovely and unlovable, and we must confess it is probably a fact that there are some people whom it is not our duty to love. We have heard the confession, "I love the person, but not his actions." The distinction is more metaphysical than practical, for there is nothing to us without our actions and words. Take these away from any human being and we might as well love a stone.

There are two classes of persons we cannot love—those who do nothing either to repel or draw, and those who positively keep us away from them on account of their peculiar qualities.

A WELL-MEANING but slightly demented minister recently delivered an excellent sermon on the evils of horse-racing, in an Old Ladies' Home. He was about as intelligent as the young man who undertook to do a little good during the war by distributing tracts in a hospital, where many of the inmates had lost a leg, on the evils of dancing. These very well-meaning but weak-minded persons are almost equaled in intelligence by the educational editors who fill most of their columns with almost everything but education, except when they undertake to denounce those who are trying to stick to the text they preach from. For our part, we are content to try to be an educational paper; nothing more.

ALTHOUGH we are decidedly in favor of the new, yet we agree that there is much truth in the words of the Rev. Dr. R. S. Storrs when he says:

"Everything which is best in the world is old. Sunshine is as old as the earth itself, the sun is the same to-day playing on the streets of New York, as when it played on the bowers of Paradise. The air is old, pouring its refreshing currents into our lungs and renewing our life to-day as in all time past. The great arch of the heavens is old; it has not been taken down and built up again on modern brick-work since the Creation."

Still everything is new. The sunlight pouring upon our desk as we write came fresh from the sun to-day; the fuel of the sun is continually renewed; its old fires

were long ago burned out, and to-day it is a new sun, shining especially for the year 1885.

The old air has long ago disappeared, and a fresh article has been manufactured for our use. No planet remains unchanged. New stars shine in the heavens, and many old ones have renewed their youth. Since the creation nothing is old, and the morning stars could sing again to-day in rejoicing over a new world. True, the moon shines on—cold, lifeless and dead; but the creative forces will make even her, as they are making the rest of creation, again new.

LONG before Washington Irving caricatured teachers in the person of Ichabod Crane, as the typical school-master of his time, the average pedagogue had been the butt of ridicule for poets, jokers and artists. His uncouth ways have been food for unlimited fun and laughter, his work menial drudgery, his pay an insignificant pittance.

The original meaning of pedagogue (*slave-driver*) indicates in what estimation he was held among the ancient Greeks. It was no better among the Romans, and during the Middle Ages, even down to our time, he was only one who was the exactor of set tasks—a mere overseer, if not an absolute slave-driver.

Jokes and tricks at his expense were good fun, and when he was unceremoniously pitched into the street by an exasperated school sentiment the public laughed, and the poor teacher was left to wend his way to another district, begging for employment. His work has been laid out for him as though he had not mind enough to do it himself, and the very limit of the commencement and close of each term's requirement rigidly prescribed—bounds beyond which he must not dare to overstep.

While all intelligent labor has been carefully removed from his reach, he has been obliged to submit to examinations more exact and minute than ever known to any other profession; and, as though this was not enough, it has been repeated yearly during an entire service of twenty-five years, on the supposition, we suppose, that the intellectual character of the tasks required would lead one to forget the common facts of the elementary branches.

In most places the term of service has not been permitted to be longer than four months, another being called to do work for the remainder of the year. In some places it has been the rule that he should have no fixed home, but that, at least each week, he must change his bed and board. Tossed to and fro, here in the winter, there in the summer, now eating fat pork at the humble table, then roast turkey with the well-to-do farmer; now violently ejected from his school for trying to assert his manhood, and then unmercifully examined by dyspeptic ministers on minute unimportant; we cannot wonder that, almost up to the present, he has been the laughing-stock of the world.

WE should like a copy of the July number of TEACHERS' INSTITUTE. Please reply by card.

THE next meeting of the New York Teachers' Association will be held at Chautauqua, June 30, and July 1st and 2d. Further announcements later.

THE Industrial Educational Conference of colored men, which was to have been held at New Orleans on the 16th of this month, has been postponed to the 12th of February next.

THE Brooklyn Teachers' Association has arranged for a course of six lectures by the members of the Brooklyn Board of Education. The series will begin with Gen. Horatio C. King.

PRESIDENT WALKER has been re-elected President of the New York City Board of Education. He has ably held the office for five successive terms. The board re-elected Lawrence D. Kiernan as Secretary, and John Davenport as Auditor.

THE JOURNAL extends the right hand of fellowship to the *Educational Gazette*, a new monthly, published at Rochester, N. Y., by Chapin & Kerr. It is well printed and edited, and makes a good beginning. We hope it will be blessed with the gift of continuance.

THE N. E. Normal School Teachers' Association will hold its annual meeting in Boston on Friday, February 6th. Papers will be read by Dr. C. C. Rounds, on professional reading, and Prof. W. H. Payne on the Normal School Problem. The meeting will be held at the School Committee Rooms, Mason Street.

THE conference of Virginia State School Superintendents will be held on the 10th of February next. State Superintendent R. R. Farr says that there will be an exhibition of work actually done by the pupils of the schools, embracing maps, charts, diagrams, essays, and orations. The Senate Chamber will be used as an exhibition hall, and space will be given all who desire to exhibit.

PROF. BENJAMIN SILLIMAN, of Yale College, died January 14th. No name is more closely connected with the history of science in this country than that of Silliman. The father of Prof. Silliman was the first to occupy the chair of chemistry in Yale, and he filled it for over half a century. He was a pioneer in the department of geology, contributing largely to the formation of that science. The elder Silliman died in 1864, leaving his son Benjamin in the Yale Professorship.

AMONG the Minnesota county superintendents, none are doing more towards grading the schools under their care than Supt. Smith, of Hennepin County, and Supt. Cook of Olmsted County. The recent report of Superintendent Cook is a model of completeness, accuracy, and helpfulness. It is a sort of field-book on Theory and Practice. Teachers in his county ought to consider themselves as especially fortunate in having the help of one so able to assist them.

COLEMAN E. BISHOP, editor of *The Countryside Magazine*, New York, was recently married at Silver Creek, Chautauqua County, to Miss Emma Mulkins. Mr. Bishop has conducted various newspapers in this city, and has been for several years connected with the publications of the Chautauqua Literary and Scientific Circle.

THE salary of the United States Commissioner of Education should not be less than \$8,000. Too great importance attaches to this office to make it anything but first class, and then forever remove it from the influence of political contingencies. Col. Parker suggests to us that teachers everywhere petition that Congress take hold of this matter in earnest, and raise the office to the dignity which the importance of education demands. The

work can be done, if those most interested vigorously set themselves to do it.

THE following, from a correspondent of the *London Schoolmaster*, indicates the condition of affairs in England: "The modern demon, 'Percentage,' and his close friend, 'Cram,' have succeeded in driving true education out of our schools. Our pupil teachers are pressed into the ranks of the noble(!) army of 'crammers,' and the good old fashioned criticism and model lessons are fast becoming things of the past. Thus it happens that our future masters go to college expecting great things, and hoping that at least *there* cram will find no place, and they will find time and encouragement to go on with what has been so sadly neglected at home. But, alas, vain hope! They soon find 'Cram' is one of the chief gods worshiped inside the training college-walls as well as out. They are crammed with all that is wanted for the certificate examination."

THE old Liberty Bell will go to New Orleans Jan. 23. Its departure will be accompanied with great pomp and ceremony. The bell will be escorted from Independence Hall to the station by 500 policemen and the committee of the Council. Here it will be placed in a car built for its reception. The bell will rest in the centre under a red, white, and blue canopy. The sides of the car will be open, and at one end will be a compartment for the accommodation of the three officers who form the guard. On one side will be emblazoned the word "Philadelphia," and on the other, "New Orleans." Each side will bear the legend, "Proclaim Liberty Throughout the Land." The car will be run into the exhibition grounds, and the bell will not be disturbed until its return to this city. The train will make thirteen stops, symbolic of the thirteen original States.

MAYOR GRACE, of New York City, in his recent message says that "the sanitary condition of the public schools is a subject of the greatest concern to the entire community, as the health of the children who attend them, and their capacity for improvement, is more injuriously affected by bad hygienic surroundings than from all other causes combined. Many of the present school buildings having been erected when very little attention was given to sanitary requirements, it becomes important at this time to have thorough and systematic sanitary inspections made of all school buildings, in order that existing defects may be discovered, and to give them without delay the benefit of the most approved sanitary appliances. The health and comfort of thousands of children are concerned, and whole families—in fact, the entire population of this city—may be affected by disease contracted in school buildings from defective and unventilated drains, ill-ventilated rooms, as well as overcrowding and other causes."

"AT Queenwood I learned, by practical experience, that two factors went to the formation of a teacher. In regard to knowledge he must of course, be master of his work. But knowledge is not all. There may be knowledge without power—the ability to inform without the ability to stimulate. Both go together in the true teacher. A power of character must underlie and enforce the work of the intellect. There are men who can so rouse and energize their pupils—so call forth their strength and the pleasure of its exercise—as to make the hardest work agreeable. Without this power it is questionable whether the teacher can even really enjoy his vocation; with it I do not know a higher, nobler, more blessed calling than that of the man who, scorning the "cramming" so prevalent in our day, converts the knowledge he imparts into a lever to lift, exercise and strengthen the growing mind committed to his care."—DR. TYNDALL.

Read this over several times. The words of wisdom here uttered cannot be too often repeated. The "Secret of the Teacher's Power," would make an admirable subject for an Association lecturer; but better than all, it is a grand topic for individual meditation and examination.

EDITORIAL CORRESPONDENCE.

BOSTON.

The "Hub" around which the literary and educational world is supposed to revolve, is full of objects of the greatest interest to students of American history. No one can stand near Bunker Hill, King's Chapel, the State House and its Common, Faneuil Hall, Old South Church, and the Old State House, and not feel the kindlings of patriotism, especially if his ancestors participated in the stirring acts of Revolutionary times. We had not time to visit the schools; this pleasure we reserve for some future occasion, when we can cull what will be most helpful to our readers.

STATE NORMAL SCHOOL, BRIDGEWATER.

An early train hurried us through Brantree, where our great-great-great, etc., grandfather was born in 1682, and brought us to one of the oldest normal schools in the world, just as they were closing a singing exercise, preparatory to commencing the regular work of the day. At the close of the present year Mr. Albert G. Boyden will terminate his twenty-fifth year as principal of this school. The entire time of his service here covers a period of over thirty years. During this time the work has grown in his hands. He has graduated 989 students in Arabic. There have been graduated from the school, in all, 1882 teachers. This completes the 45th year of the Institute's history, and to-day there are very few schools, if any, better equipped. As we have the pleasure to announce that the methods pursued in this school will be published in the JOURNAL during several successive weeks in the near future, we shall not take time to describe their modes of teaching; only to say that old Bridgewater is not at all behind the newest normal in not only recognizing but adopting and daily practicing the best educational principles. The old foggy in education finds no quarter here.

Throughout the school Pestalozzian principles are continually practiced. We heard a pupil questioning a class, and it was evident at a glance that he knew what good questioning is. In chemistry, physiology, mineralogy, botany, and zoology, *observation* is the basis of all learning. The chemical laboratories are for the pupils' use; the cabinets are not arranged for show but for work. In the mineralogy class the pupils were seated around long tables, all studying the same kind of minerals, and recording their results in blank books. Along the centres of the tables were arranged pasteboard models of crystals, made by the pupils; and by their sides were specimens of actual crystalline forms illustrating them. In the chemical laboratory the class were busy in determining the solubility of several substances. Each was looking, trying, and deciding for himself. The zoological collection is perfectly arranged for study by observation. The classification from the lowest to the highest is correct, and in itself an object lesson. In physiology, the facts of digestion, nutrition, arterial and venous circulation, the nerves centering in the brain, bones, and muscles, are all taught by dissections of cats and rabbits. The supply of the lower animals for observation is abundant, so that the text-book is only needed for verification of what each one can see and handle. There cannot be found a school where the principles of education by doing and seeing have a more perfect illustration. The same principle of teaching is carried through all the branches of study, but in the natural sciences it has its most perfect illustration. It is needless to say that we were much pleased with what we saw and heard, and congratulate the old Bay State in the possession of a school where the principles of the New Education have so intelligent an application.

J. A.

FOR THE SCHOOL JOURNAL.

NORMAL TEACHING.—NO. II.

THOUGHTLESSNESS IN PUPILS.

BY ASST. SUPT. N. A. CALKINS.

[Notes of a lecture given before the Primary Teachers of Brooklyn.]

TEACHING ARITHMETIC.

This subject is too commonly made an exercise in the modes of using figures merely, to the neglect of using numbers in their relations to given questions for developing habits of correct thinking. Teachers know too well that pupils in arithmetic are prone to do that which should not be done—to add when they should subtract, and multiply when they should divide, etc.; that they guess instead of thinking.

It is an indispensable part of the teacher's work to instruct the pupils how to add, how to subtract, how to multiply, and to divide; and it is just as important that they be taught to consider what is to be found out, as a means for determining which operation should be performed in the given problem.

The earnest inquiry of the teacher is, how can pupils in arithmetic be made to think before they act? Let us consider a few methods that may be used in teaching this subject, with a view to discovering some means by which much of this carelessness of pupils may be removed.

The training to think about what may be done with numbers should be begun during the child's first year in school. The pupils having learned by the use of objects to count, to add, to take away from, etc., the teacher may present questions pertaining to numbers in many different forms, chiefly for the purpose of leading them to *think*. The following questions will serve as illustrations:

A boy has two marbles in his pocket and two in his hand. What can you tell me about that boy's marbles? How did you find that out?

One boy has four marbles, and another boy has three marbles. What can you find out about those marbles? [How many marbles both boys have? How many more marbles one boy has than the other?] How did you do it?

A little girl has three dolls; how many more dolls must she get to have five dolls?

Henry had six apples, and he gave three of them to his schoolmates. What can you find out about the apples? How can you do it?

Ten slates are in one pile; eight slates are in another pile. What can you find out about the slates? How did you do it?

A boy had fifteen cents. He paid five cents for bananas. What can you find out about that boy's money?

Three boys went to school. One boy took two books with him; another boy took one half as many books; and the third boy took as many books as both of the others. How many books did each boy take to school? How many books did all the boys take?

During the second and third years in school the questions may be more and more difficult, as the pupil's general knowledge of number advances. It is very important that the pupils be led to consider what can be found out, or what should be found out concerning each question, before the numbers pertaining to the question are used to obtain an answer. After an answer has been obtained it is well to request pupils to tell how they did the work. The numbers that I write on the blackboard, and the questions following, will serve as illustrations of methods pertaining to Arithmetic:

A man paid twelve dollars for a pair of boots, and six dollars for a hat. What can you find out? How?

A lady paid fifty dollars for a cloak and a hat. She paid twelve dollars for her hat. What can you find out? How did you do it?

Fifty pupils belong to a class. Forty-eight of them were present. What can you find out about that class?

A farmer had one dog; two times as many cats; and as many horses as he had dogs and cats together; and as many cows as he had of dogs, cats, and horses. How many cows had the farmer? How many animals?

A man paid \$250 for a horse; and he paid \$148 for a wagon. What can you find out? How did you do it?

A man paid \$45 for a suit of clothes for himself, and \$28 for a suit for his son. What can you find out? How?

A man bought fifteen tons of coal. He paid \$6 for each ton. What can you find out? How?

A man paid \$84 for coal. He gave \$6 for each ton. What can you find out? How?

A man paid \$1.40 a yard for carpet, and 10 cents a yard for making and laying it. He bought thirty yards. What can you find out?

A man divided a dozen apples between four children. He gave one-fourth of them to one boy, one-third of them to a girl, three apples to another boy, and all that remained to the fourth child. How many apples were given to each of the children?

The teacher may sometimes write the numbers used in the question on the blackboard, then state the problem as follows:

256 tells how many miles a railroad train ran. 8 tells how many hours it ran. What can you find from these two numbers? How?

1280 shows how many acres of land a Western farmer had. He decided to sell all except 480 acres, at \$5 per acre. What can you find out about this? How did you do it?

The following questions will indicate some of the means that may be used for training the pupils to think, in the lower classes of grammar schools.

A school contains 540 pupils. One-half of these pupils are in five classes; one-fifth of them are in two classes; and the remainder are in three classes. Wanted, the number of pupils in each class. How can you find it?

There are 180 more girls in a school than boys. The school contains 900 pupils. Can you find the number of girls in that school? What more can you find? How?

A man deposited one-half of his money in one bank; one-fourth of it in another bank; and the

balance \$1500 in another bank! What can you find out about that man's money? How did you do it?

Pupils who are trained to consider what can be found out, by means of these and similar questions, and to tell how they find it, may easily be led to consider the conditions of every problem given, in order to determine what must be done, in each case, to obtain the answer. And pupils thus trained will be led to think before they act. Try it, and see what effect it will have toward removing thoughtlessness from your pupils in Arithmetic.

For the SCHOOL JOURNAL.

ANSWERS TO QUESTIONS FROM THE MIND CLASS.

FROM PROF. H. C. SERIN, Principal, Oshkosh, Wis.

Questions, Dec. 12.

NOTE.—Instead of an article this week we present a paper from a member of the Mind Class. It will serve as a basis of comparison for others. We add a few remarks at the close.

MIND ARTICLE NO. XIX.

1. What is sensation? perception? a percept? Sensation is the impression received through the organs of the senses.

Perception is the act of the mind by which we know the object.

Perceptions are registered in the mind as conceptions, ideas or percepts.

2. How can it be shown that perception is an act of the intellect?

Unless the mind received impressions it would have nothing to feed upon, hence could not grow.

3. Explain discrimination. Show its importance. State two ways in which it can be cultivated.

Discrimination is the distinguishing of one object from another. All objects seem alike to a young child; but it will soon discover a difference in its mother's voice and some other one, turn its head in the direction whence it comes. Soon it discriminates her face and smiles. If it did not learn to discriminate it would remain an idiot; hence discrimination is necessary to mental growth. It can be cultivated by comparison and contrast.

4. Explain association, and state its importance.

After the impressions are received, retained, and recalled by the mind, they are grouped and form thoughts; without association we could have no thoughts. The Butler said "I remember my sins to-day."

This connecting link is necessary, otherwise we should only be creatures of the present.

5. In what way do you learn to associate impressions? How soon should association be cultivated? Why?

We can learn to associate impressions by turning our attention to certain objects and withdrawing it from other objects.

Association should be cultivated as soon as we note resemblance among objects and events, because it is necessary for the mind's growth.

6. What is the representative faculty? What the representative faculty?

The impression is the representative faculty; recollection the representative faculty.

7. Why is it necessary for the senses to be carefully trained?

Because they are the basis of all knowledge.

December 20.

1. What is a sensation?

A sensation is the simplest form of knowledge.

2. How is a perception produced?

A perception is produced when a sensation impresses the intellect.

The smell of a rose, a feeling of cold, are sensations. Knowledge of the hardness of a tree—form of a house—are perceptions.

3. Explain discrimination. How can pupils be taught to discriminate?

Discrimination means to make a distinction; hence necessary to form perceptions.

By attention, resemblance, comparison, and contrast.

4. How does the order—sensation, discrimination, perception, affect the methods of teaching?

This order does not effect the "New Education," but comes in conflict with the Old Education.

5. Explain the basis of recollecting. Why can we not always recollect? What is remembered easily?

Recollecting is based upon association. I see a building; I remember a similar one. I read a beautiful passage, which leads to the recollection of a similar one. The relations most influential to association and recollection are—resemblance—contrast—cause and effect.

We can not always recollect, because the memory is not directly subject to the will.

Objects that receive some degree of attention are interesting and awaken thought and emotion. Memory is conditioned on attention.

6. Explain the representative faculty. The representative faculty?

When I see a tree, I am conscious of an immediate knowledge, the object being presented directly before my mind; hence perception. In the representative faculty no external object is presented. The tree is represented by the act of the mind itself.

7. How do our nerves affect the mind? What treatment should weak and nervous pupils receive?

The nerves carry the sensations to the mind. An excessive use of the mind weakens them and draws the force from the body.

Physical treatment of some kind.

8. Why is perception said to be a "process of grouping?"

In order to form ideas, or because there can be no association without grouping the ideas received.

9. Why must all of the senses be trained if we expect fully to develop the mind?

Because they are at the basis of all knowledge.

10. What senses are especially important to be trained?

Sight and hearing.

REMARKS.

1. The process of referring sensations to definite objects is perception.

2. Perception is much more an act of the mind than sensation. In sensation the mind is comparatively passive.

3. All knowing means discriminating. We can only know anything by seeing how it differs from other things of the same kind. Example, a rose.

4. Proper grouping is association. It is all important that the laws of association should be known by teachers.

5. All mental growth is from the *presentative*, or what is directly presented to the mind through the senses, to the *representative*, or what is indirectly set before the mind, under the form of mental images or ideas.

6. Discrimination enters into reasoning. A stupid mind cannot see the points of difference and similarity that tie together premise and conclusion. It is all important that all possible points of likeness and unlikeness be carefully taught and power of discrimination obtained otherwise there can be no reasoning. Our reasoning is only accurate in so far as we distinguish as well as assimilate. But from mere difference we can infer nothing. We must identify relations also. There must be assimilation or classification. If A and B are both unequal to C, we cannot tell of any relation between A and B:—See Sill's Psychology.

"THE two chief sources of all true knowledge are education and inspiration. Education is the calling forth from man what he is; while inspiration breathes into him new truths. You may educate a man through all his years, yet if you teach him nothing new, you have done him but little favor. Education is conservative; inspiration is progressive. Education is timid; inspiration is daring and brave. Every great stage of human progress has hinged upon the revelation of some new truth as men apprehend it. That teacher who simply develops what powers the pupil possesses, is failing in duty; but when, coupled with this mental development, there are given seeds of truth in the soil to be cultivated, and new motives, the teacher has met his true vocation."—J. O. MEARS.

For the SCHOOL JOURNAL.

THE EDUCATIONAL DODO.

By SUPT. H. S. JONES, Erie, Pa.

The dodo retired from the conflict of the "survival of the fittest" about two hundred years ago; having wings and not being able to fly, owing legs that refused to run, he concluded that the best investment he could make of himself, was to be passed into the "extinct" class, and be pictured and described in dictionaries and cyclopedias for all time to come, as a bird whose environment was too much for him.

There was a time when the dodo waddled about in the supreme "dignity of dullness," a time when he swallowed "large pebble stones as big as nutmegs," a time when he was a leading bird among birds; and could his dust find a voice, it is safe to presume that his words would be in the following strain. "The Dodo family for thousands of years, was one of the earth's first families. In size, form and presence, they impressed the world with their dignity and wisdom. Those were grand days—gone forever! Our family could not with self-respect, put up with the so-called world's progress—mere rushing changes for the worse, and we preferred to be known as a highly respected part of a glorious past, to being a despised fragment of a rapidly decaying present."

The human dodo is easy to find; we see him in all profession and walks of life—dodo lawyers, doctors, ministers, teachers, politicians, farmers, mechanics and business men: persons who are desperately struggling against adjusting themselves to their environment.

Of all others, the dodo teacher is to be most pitied, and when he glories in being a dodo, he deserves to be despised, for he not only lives a dodo life, but he aims to hatch out broods of dodos by a process which he calls education.

The educational dodo of self-conscious dignity, is seen at the teachers' institute, not because he wants to be there, but because he is driven there by the force of circumstances; and his voice if heard, speaks for the dead past which he solemnly persists shall not be buried. The words "new," "natural," "progressive" and "principles," as applied to education, sour him to grim silence, or rouse him to the cynical assertion that such stuff is new-fangled nonsense entirely unworthy the attention of successful dodos like himself!

In his teaching, he hugs old worn out methods with a mother's fondness, and in his routine life, repeats himself continually. Although he knows something is wrong, he is blind to the fact that he does not fill his place, that he is only rattling round in it—and worse, that he is not trying to fill it.

Well, is the educational dodo going? Yes! The public press is after him; children and parents read about him: they hear of him in the hundreds of teachers' gatherings. And they are fast learning to recognize him at a glance whether on the institute platform or in the school-room. There are many teachers who appear to be dodos, but on close inspection, it is found that they are mere followers of the dodo, wearing his feathers and imitating his voice and his strut; such have dodos over them as principals, superintendents or directors. They are within the pale of conversion and can be saved.

Hasten the day when the educational dodo will be known only in the pedagogical museum—a relic among thousands of others alike curious but useless.

OLIVER JOHNSON's birthday was celebrated last Monday in this city. He is the youngest member of the band of twelve men who met in Boston Jan. 6, 1832, and founded the first Anti-slavery Society in this country, based upon the principle of immediate and unconditional emancipation. Mr. Johnson is the only survivor of the famous twelve. He is a well-preserved and active old gentleman, and his intellectual faculties are apparently as acute as they were in the exciting days of the anti-slavery crusade.

THE NEW EDUCATION.

By C. E. MELENENY, Superintendent of Schools, Paterson, N. J.

The principles on which the "New Education" is based, have been derived from the old masters. Each one left to posterity some great principle which has entered into the foundation of our present system. The recent revival of education is due to the energy of thoughtful teachers who have brought to light the old truths of the masters, and have faithfully put into practice what others had been preaching about.

The object of an education in its highest conception, is the development of character.

In order to bring a child to the realization of the highest human possibilities, we must educate him with others, and not by himself, that his relation to society may be appreciated. The human character is not perfect unless illuminated by a conception of his relation to God, the duty of obedience and the subordination of the human will to the Divine.

The forces which affect the character of the rising generation are the family, which acts upon the will, the school, which works upon the intellect, and the church, which excites the moral and religious feelings, all acting independently. It is the province of the schools to unite the forces and broaden its work, to accomplish the perfect development of the three side nature of the child.

For the schools to accomplish so great a work it is important that the conditions be favorable: 1st. The comfort and sanitary conditions need the supervision of a competent authority—like the Board of Health. 2d. The teachers must know the child physically and psychologically; they must know what material to use for the proper development and the methods to be employed. The Board of Education must also know what the teacher is required to know, because they prescribe the course of training and organize the schools.

For purposes of education, school children may be classified as in infancy from birth to the eighth year; childhood from eighth to fourteenth; youth from fourteenth to twentieth. The work of our primary schools belongs to the period of childhood, and should not be begun till the eighth year. We make a mistake by putting children of five years of age at that work. The State acknowledges the right to educate children in the infancy period by taking them at five years of age. The legal age of school children should begin at four, and the State should provide suitable schools preparatory to our primary schools.

There should be a better classification of children, according to their bodily and mental powers; many have infirmities which demand special teaching. There is need of a medical inspector or superintendent to make such classification and to enforce proper sanitary regulations. Such an officer could dispense hygienic information, of which the public is much in need.

After all the conditions of the school are favorable, educators must look to Froebel for the principles which should guide us in that education which is to develop human character not only in the school of infancy but throughout all grades, for he more than any other great teacher (excepting The Great Teacher) appreciated the proper adaptation of means to the conditions of the child to be educated.

Or an iron egg in the Berlin Museum the following story is told: Many years ago a prince became affianced to a lovely princess, to whom he promised to send a magnificent gift as a testimonial of his affection. In due time the messenger arrived, bringing the promised gift, which proved to be an iron egg. The princess was so angry to think that the prince should send her so valueless a present that she threw it upon the floor, when the iron egg opened, disclosing a silver lining. Surprised at such a discovery, she took the egg in her hand, and while examining it closely discovered a secret spring, which she touched, and the silver lining opened, disclosing a golden yolk. Examining it closely, she found another spring, which, when opened, disclosed within the golden yolk a ruby crown. Subjecting that to an examination, she touched a spring, and forth came the diamond ring with which he affianced her to himself.—*London Echo*.

THE SCHOOL-ROOM.

RIGHT AND TRUE.

Children, who read my lay,

This much I have to say,

Each day and every day,

Do what is right—

Right things in great and small;

Then, though the sky should fall,

Sun, moon, and stars and all,

You shall have light.

This further would I say:

Be you tempted as you may,

Each day and every day,

Speak what is true—

True things in great and small;

Then, though the sky should fall,

Sun, moon, and stars and all,

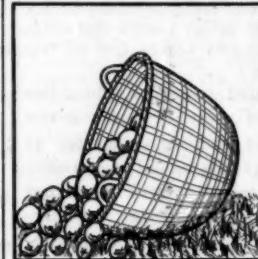
Heaven would show through.

—ALICE CARY.

For the SCHOOL JOURNAL.

DRAWING, A LANGUAGE.

By W. N. HULL, Cedar Falls, Iowa.



Draw the free hand ellipse for the top of the basket, double lines near together or crossed at the ends and wound like a splint, then the left or under side, then the right. Be careful on board to get it natural size. May use yellow crayon. Make the middle splint straight down, then the others curved and those inside the basket lighter so that it may appear shaded. Next the handles then the apples, eggs, or potatoes, colored bright on the upper side and dark on the under side. Make ground work by moving the green crayon back and forth on the level and lightly, with short up strokes for grass. On the blackboard brighten the basket with white on the upper side and leave it black on the under.

A SAIL BOAT.

Draw the upper line of the hull nearly straight and the ends slightly curved, then the water level, wavy lines. Next the straight line forward, then the mast, (use ruler if you wish exactness,) then the upper and under lines of the mainsail, finishing the sail with a curve and blending white with chalk flatwise. Make two rows of short strokes with the sharp edge of chalk, then the foresail and streamer.

For the SCHOOL JOURNAL.

HOW TO WRITE AN ESSAY.

By A. D. K.

1. Choose an appropriate subject.
2. Collect and write your chief thoughts on small slips of paper.
3. Arrange them under proper headings in the most natural order.
4. Develop each heading in full before you leave it; and write all you can think of upon each section, occasionally interspersing your written thoughts with fitting quotations from good authors.
5. Keep your paper neat and clean.
6. Use scratch paper in the 2d, 3d and 4th steps.
7. Consult the dictionary often and make use of no word without knowing its true meaning.
8. Use the right word in the right place.
9. Avoid inadequate words and expressions.
10. Avoid the use of vulgar phrases, and going astray from the subject.
11. Endeavor to use easy, flowing language, and reduce your thoughts to the fewest possible words.

12. Close in one general climax of thought, around which all others cling, remembering that the two most important parts of an essay are the beginning and the ending.

13. Correct all mistakes, and copy on foolscap paper, and study the production well before you read it.

For the SCHOOL JOURNAL.

STORY WRITING.

BY JAMES W. EATON.



1. Choose a picture like the one above. Let each pupil have a little time to think about it. It would be well to have it drawn on the board. This picture can easily be reproduced with chalk.

2. Give an opportunity for all the pupils to ask questions. If the class is young, write these questions on the board. Number them. At first their order will be improper.

3. Rewrite in *proper order*. Do not think that you are wasting time. You are not, for the more pains you take the better will be the result.

4. When the questions are properly arranged, let the answers be written by pupils on slates or paper. *Each answer should be a full and complete sentence.* It is important that these sentences should be correctly expressed, for the very life of the essay is in these answers. Do not be in a hurry about finishing the composition. Take time to correct the answers; it will pay.

5. The full written story can be easily formed from these corrected answers, and it will need but little criticism.

ADVANTAGES OF THIS METHOD.

1. Children like to ask questions. It cultivates the observing and inventive faculties.

2. It will be easy to lead pupils to ask questions about things they can think of and have never seen, except with the mind's eye, after a thorough drill in the way here indicated.

3. The arranging of the questions in their proper order cultivates the child's power of classification—a very important thing in writing an essay.

4. It is easier to correct separate answers than a connected essay.

For the SCHOOL JOURNAL.

SELECTIONS FOR WRITTEN REPRODUCTION.

BY EDWARD R. SHAW.

(Copyright, 1884.)

[NOTE.—If any teacher whose eye fails on this article has not used a written reproduction exercise, let him try the experiment at once. Its value is great. Use the following order: (1) Announce the day before what you intend to do. (2) Let each pupil be prepared with paper, pen and ink. (3) When the time comes, all give silent attention while the selection is read once distinctly and naturally. (4) Quietly, all at once commence writing. (5) No questions are to be asked or answered. (6) Sufficient time must be given. Hurry is fatal. (7) In case there are difficult words they should be written on the board, before the exercise begins, spelled, pronounced, and defined.—EDDONS.]

THE WOUNDED PIKE.

I was walking one evening in a park belonging to the Earl of Stamford, along the bank of a lake where fishes abounded. My attention was turned toward a fine pike of about six pounds, which, seeing me, darted into the middle of the water. In its flight it struck its head against the stump of a post, fractured its skull, and wounded a part of the optic nerve. The animal gave signs of un-governable pain, plunged to the bottom of the

water, burying its head in the mud, and turning with such rapidity that I lost it for a moment; then it returned to the top, and threw itself clear out of the water on to the bank. I examined the fish, and found that a small part of the brain had gone out through the fracture of the cranium.

I carefully replaced the shattered brain, and, with a small silver tooth-pick, raised the depressed parts of the skull. The fish was very quiet during the operation; then I replaced it in the pond. It seemed at first relieved, but after some minutes it threw itself about, plunged here and there, and at last threw itself once more out of the water. It continued thus to act many times following. I called the keeper, and, with his assistance, applied a bandage to the fracture. This done, we threw the fish into the water, and left him to his fate. The next morning, when I appeared on the bank, the pike came to me near where I sat, and put his head near my feet! I thought the act extraordinary, but taking up the fish, without any resistance on its part, I examined the head, and found that it was going on well. I then walked along the bank for some time; the fish did not cease to swim after me, turning when I turned, but as it was blind on the side where it was wounded, it appeared always agitated when the injured eye was turned toward the bank. On this, I changed the direction of my movements. The next day I brought some young friends to see this fish, and the pike swam toward me as before. Little by little he became so tame that he came when I whistled, and ate from my hand. With other people, on the contrary, it was as gloomy and fierce as it always had been.

DR. WARWICK.

IMPORTANT FACTS.

TO BE WRITTEN ON THE BOARD AS THE BASIS OF LESSONS.

Age of United States, dating from the Declaration of Independence.	100 yrs.
Age of United Kingdom of Great Britain dating from William the Conqueror.	800 yrs.
Age of France, dating from Charlemagne.	1100 yrs.
Age of Germany, dating from Charlemagne.	1100 yrs.
Age of Austria, dating from Charlemagne.	1100 yrs.
Age of Russia, dating from Peter the Great.	350 yrs.
	POPULATION.
United States.	54,150,000
Great Britain.	34,505,000
France.	37,166,000
Germany.	45,367,000
Russia.	82,400,000
Aust. ia.	39,175,000
	EXPENSES.
United States.	\$257,000,000
Great Britain.	415,000,000
France.	650,000,000
Germany.	150,000,000
Russia.	600,000,000
Aust. ia.	370,000,000
	DEBT.
United States.	\$1,800,000,000
Great Britain.	3,800,000,000
France.	4,000,000,000
Germany.	90,000,000
Russia.	2,000,000,000
Austria.	2,000,000,000
	WEALTH.
United States.	\$35,000,000,000
Great Britain.	45,000,000,000
France.	40,000,000,000
Germany.	25,000,000,000
Russia.	15,000,000,000
Austria.	14,000,000,000
	PRODUCTIONS.
United States—agriculture.	\$7,500,000,000
" " —manufactures.	8,000,000,000
Great Britain—agriculture.	1,200,000,000
" " —manufactures.	4,000,000,000
France—agriculture.	2,000,000,000
" " —manufactures.	2,500,000,000
Germany—agriculture.	1,800,000,000
" " —manufactures.	2,200,000,000
Russia—agriculture.	2,000,000,000
" " —manufactures.	1,300,000,000
Austria—agriculture.	1,000,000,000
" " —manufactures.	1,700,000,000

NORTHERN Minnesota and Dakota can report the coldest weather of the season. The common class of thermometers retired entirely from business. Reports received from the following points indicated the following temperature: Stillwater, 50, coldest ever known; La Crosse, 23; Bismarck, 45; Minnedosa, 50, wind blowing 40 miles an hour; Winnipeg, 55, and a regular blizzard prevailing; Saint Vincent 40; Morehead, 48; Helena, 15; Huron, 44; Duluth, 40.

THERE is a wide, unfathomable distance between what you want and what you get,

For the SCHOOL JOURNAL.

LESSONS IN ALCOHOL.

GENERAL EFFECTS ON THE BODY.—STAGES.—(1) The mind is a little excited, face flushed, surface of the body red, raised in temperature, skin rather dry, mind brisk, often irritable, tongue loosened and language "flows."

(2) Temperature not so high, memory not so clear, talks fluently, laughs, cries, easily excited, easily depressed, passionate, quarrelsome.

(3) Face colorless or livid, temperature lower, passionate, maudlin, vindictive, over sentimental, over-confiding, babbling, utterance thick, muscles unsteady, gait uncertain, reeling, falling.

(4) Entire prostration, surface cold, muscular power gone, unconscious, breath heavy, beating of heart slow and feeble, sometimes ceases—death.

GENERAL FACTS.—(1) Alcohol is not a fat-producer. It is the sugar in wine and beer that causes an increase of adipose. Alcohol is an anti-fat agent. Sometimes it causes a false appearance or bloat, something like dropsy. It does not enable those using it to withstand the cold. The following incidents are to the point:

Sir John Ross, describing his voyage to the Arctic regions from 1829 to 1833, said:—

"I was twenty years older than any of the officers or crew, and thirty years older than all excepting three; yet I could stand the cold better than any of them, who all made use of tobacco and spirits. I entirely abstained from them. The most irresistible proof of the value of abstinence from spirituous liquors was when we abandoned our ship and were obliged to leave behind us *all* our wine and spirits, because we could not carry any in our heavy-loaded sledges, which we had to drag nine hundred miles before we got to Fury Beach. There, indeed, we found provisions, but, thank God! no spirits. And it was remarkable to observe how much stronger and more able the men were to do their work when they had nothing but water to drink!"

"Twenty-six men travelling on one of the great western plains, were overtaken by cold and night. They had food, clothing, and whiskey, but no fire. They were warned not to drink whiskey or they would freeze. Three did not drink a drop, and though they felt cold, they did not suffer nor freeze. Three more drank a little, and though they suffered much, they did not freeze. Seven others who drank a good deal had their toes and fingers frozen. Six that drank pretty strong were badly frozen and never got over it. Four that got very boozy were frozen so badly that they died in three or four weeks afterward. Three that got dead drunk were stiff dead by daylight. They all suffered just in proportion to the amount of whiskey they took. They were all strong men, and had about the same amount of clothing and blankets; the whiskey was all that made the difference."

(2) It is not food. Foods promote animal warmth, sustain muscular motion, keep the nerves steady, give power to the brain to act, add to the force producing power of the body, contain the element nitrogen and are most strength-giving.

Typical foods are milk, bread, cheese, butter, sugar, water, potato, meat (lean and fat), and fruits. Alcohol belongs to none of these.

QUESTIONS.

Of what use is the skin?

Why is it an absorbent?

What passes through the skin?

What becomes of perspiration which passes from the body?

Why should clothing be frequently changed?

Why do alcoholic liquors render the perspiration impure?

In what way can impure perspiration be told?

Why does alcohol produce intoxication?

How is it proved that alcohol is not a fat-producer?

Why does alcohol diminish the power of resisting cold?

Is it food? Why?

What is food?

NOTE.—The teacher should consult the best physiologies for full information on this subject. In the preparation of this lesson we have consulted "Practical Work in the School Room" and "Richardson's Notes for Temperance Teachers." Other books will be noticed in future lessons.

THE USE OF WORDS EXPRESSING ACTION.

A LANGUAGE EXERCISE.

BY MISS P. W. SUDLOW.

I.—MODEL QUESTIONING.

Teacher. Please shut your eyes while I write a sentence on the blackboard. (Teacher reading it aloud.) What have I written?

Robert. You have written, "The sun shines brightly."

T. Open your eyes, and tell me how you knew what I had written.

Edwin. We heard you read it.

T. In what way can you now tell what is written?

Ella. By looking at it, and reading it.

T. Please close your eyes again. As you cannot now see what is on the blackboard, and do not hear me read it, what are you doing that has anything to do with it?

Mary. We are thinking about it.

T. With what did you hear it, and with what did you see it?

Sam. We heard it with our ears, and saw it with our eyes.

T. With what do you think of it?

Nellie. We think of it with our minds.

T. Yes; it is your mind that is conscious, and that thinks. In moving, the body acts in different ways; now, let us find whether the mind, in thinking, acts in different ways. You think of what is on the blackboard, when you have just seen and heard it, but can you think of anything that you saw or heard yesterday?

Charles. We can think of the story that we heard you read yesterday.

T. Can you now think of what the story was about?

E. It was about a boy who could not hear or speak.

T. How is it that you now think of what you can no longer hear or see?

Fred. We remember it.

T. If you visit a friend's garden, and enjoy very much the beautiful things which you see in it, what will you be likely to do when you return home?

Helen. We should tell the rest about it.

T. Tell the rest of what?

Mary. Tell the rest of the family about it.

T. If I tell you now, that I have a very pretty garden which you have never seen, what does your mind at once do?

John. It thinks about it.

T. Tell me some of the things that you think of in thinking about it.

James. We think of the flowers, and the walks, and the fruit, and the trees.

T. Do you remember these?

Henry. No; we never saw your garden.

T. And I did not tell you of these things; I only told you that I had a pretty garden. Then, you did what?

Julia. We thought that there must be flowers, and fruit, and trees in it.

T. Yes; you supposed, or imagined, that those things were in the garden. Now, we have found that the mind acts in what other way?

Lucy. The mind supposes, or imagines.

T. What else did you imagine about my garden?

Mattie. That the flowers were pretty.

Nellie. That there were many flowers in it.

Lillie. That there was nice fruit in your garden.

T. Why did you imagine that these things were in my garden?

Susan. Because we have seen these things in other gardens.

Edwin. Because these are the things which grow in gardens.

T. Why did you suppose that the flowers were pretty, and that there were many flowers?

Alice. Because you said that your garden was a pretty garden.

T. Very good; you have given me the reason you thought of for imagining as you did. Then, what else have we found that the mind, in thinking, does?

Bessie. The mind reasons.

T. Mention, in one sentence, these different acts of the mind.

Mary. The mind remembers, imagines, and reasons.

T. Now, we have found that both the body and the mind act in many different ways. You will also notice that, though some of these acts are acts of the mind, and others of the body, yet, in doing many things, the mind and the body act at the same time. While my hand moves in writing, my mind is thinking what to write; when I talk, I think about what I am saying, and while you are sitting and listening, you are thinking. We will talk more about this at another time.

II.—APPLICATION EXERCISES.

1. Write sentences, using in each the name of a person, a pronoun, and a word expressing something that we do in supplying the needs of the body. Use such words, as, eat, sleep, drink, plant, build, reap, spin, weave, cook, make, sow, grind, thresh, buy, sell.

2. Write sentences, using in each the name of a person, a pronoun, and a word expressing some act giving pain or unhappiness. Use such words as the following: hurt, burn, spoil, strike, forsake, tease, scold, pinch, kill, rob, beat, whip, punish, frighten, hit.

3. Write sentences, using in each the name of a person, a pronoun, and a word expressing some act giving pleasure. Use such words, as, give, comfort, clothe, feed, warm, praise, admire, help, instruct, visit, carry, ride, sail, caress, smile.

4. Write sentences, each containing a word expressing some act of the mind; as, think, study, remember, expect, hope, desire, love, hate, reason, imagine, fancy, recollect, intend, wish, admire, learn.

5. Write sentences, telling something that we should do, and each containing the name of the person who performs the act, and the name of a person or object placed with the word which expresses the act. Use such words, as, love, obey, thank, befriend, give, help, please, feed, clothe, lend, pay, teach, study, save, improve.

6. Write sentences, each telling something that we should not do, and containing a pronoun for the person speaking, and the name of some person or object. Use such words, as, steal, swear, fight, loiter, hurt, lie, deceive, waste, quarrel, bribe, anger, envy, disobey, fret, hate.

TEACHING SPELLING.

I. Examining Spelling Lessons.

1. In review lessons and in small classes the teachers should correct the lessons.

2. Pupils may exchange slates, and mark the words wrongly spelled, the teacher spelling the words slowly.

3. Pupils may retain their own slates, and the teacher may call on different pupils to spell the words orally. Those who agree with the spelling given must indicate this by raising their hands before the teacher decides as to its correctness.

4. Slates may be exchanged and the corrections made as in No. 3.

5. While the teacher writes the correct spelling on the blackboard, each pupil may correct his own work, and slates or books will then be exchanged for revision only.

[In all cases when slates are exchanged the pupil owning the slate should have the right to appeal against the marking done by his neighbor.]

II. Correcting Errors.

1. Each pupil should write the words he misses five times to impress their correct forms on his memory.

2. It is better that he should write these words once a day for five days than five times on the same day.

3. He should keep a list of his errors at the end of his dictation book, and copy it occasionally.

4. From these lists the teacher should prepare review lessons.

III. General Suggestions.

1. The teacher should articulate clearly and pronounce correctly when giving words for spelling.

2. Only one trial should be allowed in oral spelling.

3. In oral spelling the divisions into syllables should be marked by a slight pause.

4. Spelling should be taught to a considerable extent by means of composition, in order to give pupils practice in spelling their own vocabularies.

—Canada Journal.

TABLE TALK.

Principal B. C. Wooster, of Paterson, N. J., writes us an interesting letter concerning the gelatine pad, and the use he makes of it. First of all, get the pad. Here is the way he makes it: The one I have used for a long time is made of 2 oz. of glue dissolved in a pound of glycerine, and is contained in the tin lid of a chocolate caramel box, given me by a grocer. The following is a better and more complete formula: 3 oz. Cox's gelatine, 18 fluid oz. glycerine. Soak gelatine in water one hour, squeeze out water and put the gelatine in a saucepan over the fire for one hour; keep warm only. Put glycerine in a pan within a pan containing salt water; put both over a fire and boil gently one hour. Turn gelatine into the glycerine and boil three or four hours. Put in pan half an inch thick to cool. If too soft, put over the fire again.

The live teacher will find the pad useful in many ways. The following are specimens of circulars printed from the pad and sent to parents. They have paid for the trouble. The matter for No. 1 came mainly from an old SCHOOL JOURNAL.

CIRCULAR TO PARENTS.—NO. I.

EVILS OF IRREGULAR ATTENDANCE AT SCHOOL.

1. An hour lost is lost forever. Present duties crowd the present, and the past cannot be recalled.

2. One lesson depends on another. Every unlearned lesson weakens the foundation on which others rest.

3. Irregularity in boys becomes the same in men. A bad habit stays by us.

4. The teacher's explanations to the class are important; and there is no time for repetition.

5. It checks the progress and enthusiasm of the class, and wears upon the nervous system of the teacher.

6. The reputation of the school and teacher suffers.

7. If a pupil loses his interest for school-work, outside matters fill his mind.

8. It causes disturbance for the pupil to find out the lessons of to-day.

9. One day out of school results in unlearned lessons, and the consequent loss of the next.

10. The teacher cannot be interested in those who show no interest in the school.

"Whatever I have tried to do in life, I have tried with all my heart to do well; whatever I have devoted myself to, I have devoted myself to completely. In great aims and in small, I have always been thoroughly in earnest."

—CHAS. DICKENS.

CIRCULAR TO PARENTS.—NO. II.

The success of a pupil's school-life depends equally upon parent and teacher. Both should work earnestly and harmoniously to secure correct, earnest habits. We want to do far better work in our Salem School. This cannot be, unless each parent takes a positive interest in his child and his school. We ask that lessons be prepared, as far as possible, at home; that our pupils be taught that going to school is their business for the time.

Children's opinions are usually second editions of their parents' opinions. If you want your child to be interested in his school, show him the way. Come and see for yourself what we are doing and what we need to do.

"Men are what their mothers made them."

—EMERSON.

"School-houses are cheaper than rebellions."

—GARFIELD.

* * *

A teacher whose opinions we greatly value writes us as follows concerning news items: "There seems to be a natural desire on the part of live, reading teachers to know what their fellow teachers are doing. The work, the changes, the deaths, etc., are all of interest to those of the profession. Teachers have but little opportunity to see the workings of each other's schools, and being very closely confined to the daily routine of business, are in more danger of becoming moss-covered and narrow-minded than any other class of people of equal intelligence. We must know more of each other, and more of what is going on among ourselves. I believe a brief notice of changes, deaths, resignations, appointments, school exercises, class programs, etc., etc., is an attractive feature in the JOURNAL.

* * *

A "continued story" is the most unpopular proposition that has been made for a long time. A flood of letters has been pouring in upon us from all quarters protesting against occupying any of our space in that way.

EDUCATIONAL NOTES.

TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.
Our readers would like to know what you are doing. Will you not send us the following items: Brief outline of your methods of teaching; Interesting personal items; Suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them.

EDITORS.

NEW YORK CITY.

The next meeting of the Westchester County Teachers' Association will be held in the Lecture room of the American Museum of Natural History, cor. 77th street and 8th avenue, New York City, January 24th, commencing at 10 o'clock, A. M. Supt. J. Irving Gorton, of Sing Sing, the president, informs us that the Hon. Wm. B. Ruggles, Supt. of Public Instruction, intends to be present, and a large attendance of the teachers of the county is expected. —In his remarks on accepting the presidency of the New York City School Board, Mr. Walker said that the proper place to introduce manual labor was in the Normal school, to begin at the top by training the teachers, and then working downward. He did not agree with those gentlemen who thought that school children were overworked. The boys themselves laughed at such a statement. It was the teachers who probably were overworked.

The trustees of the College of the City of New York met, Monday, in the hall of the Board of Education. Stephen A. Walker was re-elected president, and Lawrence D. Kieran, secretary. The report of the old committee on the appropriations for the college for 1885 was accepted. The amount is \$130,000, of which \$107,000 is for salaries and \$23,000 for other expenses.

Gen. Webb, of the College of the City of New York, in a recent address referred to some of the improvements which had been made in the college building and in the facilities for teaching, making special mention of the workshop, where practical mechanical work is taught, and where the students learn to make practical application of the theories which are taught in other departments. "The outcome of this system," said he, "is an increased accuracy in every branch of the institution."

Harriet Webb read at the installation of officers of Post Lafayette, Saturday evening last. She will read at the annual Sorosis dinner at Delmonico's, Thursday, Jan. 25th. Her services are in great demand.

PROGRAM of the Annual Meeting of the Department of Superintendence of the National Educational Association, New Orleans, Tuesday morning, Feb. 24, 1885: Address of welcome, Hon. Warren Easton, State Supt. Public Education, Baton Rouge, La. Response by the President of the Association, "School Economy," Andrew J. Rickoff, Yonkers-on-the-Hudson, New York. Discussion, opened by Hon. J. W. Holcombe, State Supt. of Public Instruction, Indianapolis, Ind. "Federal Aid to Education—Some suggestions as to Methods of Application," Hon. Thomas W. Bicknell, Boston, Mass. Discussion, opened by O. V. Tousley, Supt. City Schools, Minneapolis, Minn. "The Public Schools of the Pacific Coast," Hon. Chas. S. Young, State Supt. of Public Instruction, Carson City, Nev. "A True Course of Study for Elementary Schools," Emerson E. White, Cincinnati, Ohio. Discussion, opened by William E. Anderson, Supt. City Schools, Milwaukee, Wis. "West Virginia Schools and School Laws," Hon. Bernard L. Butcher, State Supt. of Free Schools, Wheeling, West Va. "The Rise and Progress of Public Education in Texas," W. C. Rote, Supt. City Schools, San Antonio, Texas. "The Relation of the Common Schools to the University," William Preston Johnson, President Tulane University, New Orleans, La. Discussion, opened by John Hancock, Assistant Commissioner Ohio Educational Exhibit, World's I. and C. C. Exposition. "The Status of Education in the South." (One entire evening will be devoted to this topic). Discussion by Hon. Gustavus J. Orr, State Commissioner of Common Schools, Atlanta, Georgia; Hon. John Eaton, Commissioner of the Bureau of Education, Department of the Interior, Washington, D. C.; Hon. M. A. Newell, State Supt. of Public Instruction, Baltimore, Maryland; Hon. Thomas H. Payne, State Supt. of Public Schools, Nashville, Tennessee; Hon. J. L. M. Curry, General Agent of the Peabody Education Fund; Dr. A. D. Mayo, Prof. John Ogden, Supt. N. C. Dougherty, Prof. W. H. Bartholomew, Prof. F. Louis Soldan, and others. Officers: President, LeRoy D. Brown, Columbus, Ohio; Vice-President, James MacAlister, Philadelphia, Pa.; Secretary, William O. Rogers, New Orleans, La.

PENNSYLVANIA.—The Cumberland Co. Teachers' Institute was held at Carlisle, Dec. 1st-5th. Prof. Thomas M. Balliet, of Normal Park, Ill., discussed "Automatic Action," "Arithmetic," "How to Criticise," and "Thinking in Things." Dr. N. C. Schaeffer, of Kutztown, "Color," and "History." Dr. Edward Brooks, "Inductive and Deductive Teaching." Prof. J. H. Young, "Words." State Supt. Higbee was present on Wednesday and addressed the Directors. Col. Copeland lectured Monday evening on "Handsome People." Helen Potter gave impersonations, Wednesday evening, and Hon. George Kennan lectured on Thursday evening on "Life in Siberia." —The Columbia Co. Inst. was held at Bloomsburg, Dec. 29-Jan. 2. Rev. Dr. Waller delivered an able and practical address of welcome. Dr. George G. Groff, of Lewisburg University, talked on "School-Room Hygiene," "Ventilation," "Easy Experiments," and "Food." Prof. Wm. Noetling, of the Bloomsburg State Normal School, discussed "Pennmanship," "Use of Text-Books," and "Primary Work." Dr. Waller spoke on "School Discipline," and "Temperance Education." Prof. H. R. Sanford, of Middletown, N. Y., was present the entire week, and gave valuable instruction in primary reading, writing, and primary work in general. Prof. Geo. E. Wilbur talked on "Civil Government"; Prof. J. M. Harrison, of Lehigh University, on "Articulation." Prof. Thomas M. Balliet discussed "Arithmetic," "How to Interest Pupils," and "Judicious Criticism." Addresses were delivered by State Supt. Higbee, Rev. Dr. Everett, Editor J. C. Brown, Prof. Walker, and Robert J. Burdette. Elocutionary exercises were given by Miss E. B. Guile, Prof. Harrison, and Miss Emma Jones. Dr. Groff lectured Monday evening on "Wonders of the Human Body." Rev. T. T. Everett, D.D., Tuesday evening, on "Men Who Win"; Prof. Thomas M. Balliet, Wednesday evening, on "Education Out of School"; Robert J. Burdette, Thursday evening, on "Pilgrimage of the Funny Man." Resolutions favoring compulsory education on the subject of the effects of Alcoholic stimulants and Narcotics were adopted. An important feature of the Institute was the division of the county into three local institute districts, and the adoption of a course of reading for the teachers.

W. S. M.

EDUCATIONAL MISCELLANY.

WINTER.

Summer joys are o'er;
Flowerets bloom no more;
Wintry winds are sweeping
Through the snow drifts; peeping,
Cheerful evergreen
Rarely now is seen.
Now no plumed throng
Charms the woods with song;
Ice bound trees are glittering;
Merry snow-birds twittering,
Fondly strive to cheer
Scenes so cold and drear.
Winter, still I see
Many charms in thee;
I love thy chilly greeting,
Snow-storms fiercely beating,
And the dear delights
Of the long, long nights.

MINNESOTA SCHOOL EXHIBIT AT NEW ORLEANS.

One of the first State exhibits to be perfectly arranged was Minnesota's. The display made by her colleges, normal schools, and public schools, is a source of much valuable information. It occupies in the gallery of Government Building an alcove about forty feet long, and is well arranged.

COLLEGES.

The University of Minnesota, one of the great universities of the West, has five colleges, composed of the following group of separate schools: The collegiate curriculum, science, art, and literature, mechanic arts, agriculture, medicine.

The finest display is made by the *College of Mechanic Arts*, and crowds of visitors daily inspect the work of the pupils of this college, executed in iron, steel, and brass, and consisting of dozens of tools, bolts, bars, screws, hammers, anvils, spades, nails, etc., and many fine charts of descriptive geometrical drawing. These things are arranged upon large, maroon-colored velvet panels, one of which is covered with tests of the strength of material as applied by students to woods and metals. The broken bars, torn asunder by sheer force, are labelled with figures showing the exact weight they will bear. Photographs of the instruments and tools used in making these tests accompany the display.

The fine equipments of the college are shown by photographs of interiors of class rooms, laboratories, etc.

The *College of Science, Literature and Art* presents synchronous charts of Greek literature, art, and science; also like charts of English history.

The *College of Agriculture* belonging to this university makes a fine exhibit of vegetables and grains; which, owing to the bulky nature of the products, is exhibited in the Minnesota State display on the lower floor.

The exhibits of the *College of Geological Survey*, which is a special feature of the university, is also contained in the State display.

In the display from the *Carleton College*, Northfield, is to be seen the Howard Electrical Sideral Clock, by which professor Payne, of the college, will furnish time to all the clocks in the Exposition, and by which they will be governed. Professor Payne, at the college in Northfield, furnishes time for all the railroads of the Northwest.

NORMAL SCHOOL.

Minnesota has three State normal schools, and two of them are represented, viz., the normal school at Winona, and the one at St. Cloud.

The *Winona Normal School* exhibit consists chiefly of drawings, penmanship, kindergarten work, and charts made by the student teachers. The drawings are arranged in grades of construction, representation, and design or decoration.

Hanging high upon the walls are colored charts, illustrating every study taught and learned in the Minnesota public schools. The pupils make all the charts necessary for object teaching, charts of physiology, botany, etc. The weaving parquetry and embroidery designs, and models in clay and putty are elegant in design and execution, and although showing superior finish it must be admitted that the work of the children in the kindergarten annex to the Winona Normal School compares favorably with them, particularly in original design and invention.

In the *St. Cloud Normal School* the most important feature is the exhibition of charts, illustrating the methods of the work of training teachers, also special methods showing how to develop a single study. There are beautiful charts of dried flowers, shrubs, etc., used in the study of botany, upon some of which are the preserved wood, bark, flower, fruit, and seed of the plant. There is also a fine array of colored maps, made by the pupil teachers. It is easy to see that a graduate of a Minnesota Normal school is independent of stingy or poverty-stricken school boards who would deny her the materials necessary to instruction. Give her white paper and a few colored chalk pencils, and the great plan of education is at her fingers' end.

THE PUBLIC SCHOOLS.

St. Paul has eighteen public schools fully represented

here, under the direction of Prof. B. F. Wright, superintendent of the public schools of St. Paul. A tabulated statement shows the wonderful growth of the schools since 1860. Photographs of the buildings and interiors show how complete are all the facilities. The high school is one of the handsomest and finest appointed in the West, containing three laboratories. The work of the pupils in drawing is fully illustrated from the laborious trainings on slates by the infant departments, up to the well-wrought "copies" of the higher grade pupils.

The drawing department in the St. Paul schools is illustrated, the first year by stick laying; second year by slate drawings; and third year by drawings with pencils. The slate method of grading the pupil's advance in construction, representation and design is followed in all this work. The original designs for towels, book covers, lace, etc., are exceedingly beautiful examples of pupils' work.

The St. Paul Drawing School for teachers—a normal school—makes exhibits of beautiful drawings in light and shade. The crayon sketches in physiological botany occupy considerable space, and are full of interest.

The pupils of the State Asylum for the Deaf, at Fairbank, have sent numerous specimens of art, embroidery, crochet, lacework, with samples of plain sewing, children's shoes, and men's suits of clothes.

A feature of the State display is the large maps and charts prepared by pupils and school teachers, and which are used in all the public State schools. The copy writing charts in use were prepared for the State by Professor Curtis.

Bound numbers of November's examination papers from over fifty State schools, form a suggestive little library, neatly arranged on one of the long tables.

A model of the health desk in use in the public schools is shown. It is provided with a good, high back and a movable arm table for writing. It was invented by Prof. E. R. Shepard, President of Winthrop School.

HOME-MADE APPARATUS.

The collection of "home-made apparatus" from the public schools of Stillwater, Minn., stands pre-eminent. Mr. Frank T. Wilson, teacher of sciences in the Stillwater High School, has, by the exercise of a natural faculty for mechanics, provided his scholars with a complete collection of physical apparatus at but little cost. Apparatus to illustrate the well-known law that the angle of reflection and the angle of incidence are equal, costs but fifty cents, while the dealers charge \$15 for the same. A force pump, for which the dealers charge \$12.50, cost Mr. Wilson fifty cents. A sonometer required the outlay of \$1.25, which at the dealer's would cost \$25.

Prof. Wilson, in presenting these articles, says:

"The articles of this exhibit were made in the workshop of the Stillwater High School, and their purpose is to show what can be done at home in the making of good, serviceable apparatus for the illustration of the elements of natural philosophy. The cost of the material used in their construction averaged about one-tenth of the price given for equivalent articles published in the catalogues of apparatus dealers. The work was done mainly by the teacher of sciences and the janitor of the High School building in the odd hours of school days, Saturdays and vacation, hence, in estimating the cost, the value of the material alone is considered. As a means of recreation and a relaxation from the exhaustive work of the class-room, the construction of such articles, to any one of the slightest mechanical taste, must prove a source of constant enjoyment, besides providing, at a trifling cost, the apparatus so indispensable to a proper presentation of that all-important subject, elementary physics."

To sum up this interesting exhibit, it consists of some eighty pieces of apparatus, which were manufactured by Mr. Wilson at a cost of about \$45, while the same goods at the shop of a dealer would have cost \$437.

LIGHT FROM THE COLORADO STATE TEACHERS' ASSOCIATION.

UNMARKED RESULTS.

Harriet Scott, Pueblo: Lesson hearing and reciting are the results that are marked, recorded, immediate. Not the highest or best results of the true teacher's work. Teacher must work for the future—"learn to labor and to wait." It takes time for character to grow. Lessons given to-day may not seem to produce any effects until years shall have elapsed.

SCIENTIFIC TEMPERANCE INSTRUCTION IN SCHOOLS.

A. B. Copeland, Greeley: Pupils must be made cognizant of the scientific and economic facts connected with the vice of intemperance. Telling will not suffice. Convince by experiments, by the authorities, that alcohol is a poison. Such instructions (1) Desirable. Misery is the result of ignorance. The specific miseries flowing from intemperance are the result of lack of accurate, convincing knowledge. (2) Practicable. The exact and scientific truthfulness of the instruction will gain for it acceptance. It is right, because lying at the very foundation of private and public virtue. The people demand such instruction of the schools which they support. Women demand that scientific instruction upon this subject shall amply supplement the moral phase as presented by home education.

WHAT LACK WE YET.

State Supt. Shattuck: We lack no essential element of a sound public school system. The system is correct in theory and successful in practice. Our system is young, but the men and women of this age cannot be supersedes by any age in meeting the demands of life, socially, civilly, educationally considered. They are the products of the rude schools of forty years ago. No radical changes are required. Tone up the system, utilize more

economically its forces, but keep it always and distinctly American in its spirit and management.

THE MICROSCOPE IN THE SCHOOL-ROOM.

Dr. Wagener of West Denver: Teachers should awaken an interest in the study of natural science, thereby cultivating the powers of observation and investigation. This will lead children to safe and profitable occupation during their hours of recreation, and also incite to self-study. The microscope is a wonderful instrument, having more points of application to every-day affairs than any other instrument. He begins study with this instrument by taking yeast. Following this he uses *protozoon*, bacteria, etc. The plain, useful facts of chemistry, geology, physics, botany, physiology can be illustrated by the use of the microscope.

THEORY AS RELATED TO PRACTICE.

Chas. A. McMurry, Denver.—No good intelligent practice without a sound theory well understood and judiciously applied. Teachers cannot teach well unless they have a keen appreciation of the science of pedagogy.

PHILOSOPHY OF TEACHING.

Miss M. A. B. Willer, North Denver. We have fine school houses, useful appliances, but schools are not so good as they ought or might be. Externals seem to be complete. Teachers are at fault. We work too much at random—are satisfied with partial results. We do not awaken an ambition to excel, to be scholarly, to live right. All because we have no philosophy to guide us, no ideal results in view, no well-defined objective point.

SCHOOL LIBRARIES.

Mrs. F. R. Houghan, Principal Gilpin School, Denver. A personal experience narrated, showing how the need of a school library had been impressed upon her and her teachers. How they solicited the money, selected the books, and the results already reached through this means of education.

SCHOOL READING.

E. C. Stevens, Alamosa, does not undervalue good public reading or elocution as an accomplishment. But this is not the mission of the schools. Good private or home readers is the result to attain. This includes good expression, so much of vocal culture as secures such oral expression as enables the reader to communicate the thought. A taste for good literature must be cultivated. Authors and the best literature must be made prominent. Language culture must accompany the course in reading. Figures of speech must be studied.

MISTAKES IN SCHOOL MANAGEMENT.

E. L. Byington, Colorado Springs. Plain, pointed, practical exposition of common words in the practice of teachers of instruction and discipline.

THE TEACHER OUT OF SCHOOL.

A brilliant extemporaneous talk upon the duties and bearing of the teacher out of school. Must be a modest, honest, unassuming citizen. Not wear the harness marks of our calling.

F. B. GAULT, South Pueblo, Col.

LETTER FROM KANSAS ASSOCIATION.

The twenty-fifth annual session of the Kansas State Teacher's Association was held at Topeka, Dec. 29, 30, and 31. Major Hudson, of the Topeka *Daily Capital*, delivered the address of welcome, speaking earnestly and logically against the "flippantly educated young American loafer," on the hunt for an easy situation and a comfortable salary. He called attention to the fact that the teacher's personality has a more lasting influence with pupils than their recitations.

President Fitzpatrick in responding said that it is the province of the teacher to so instruct the pupil as to fit him for any duty, as a man and a citizen, whether he be a politician, professional man, business man, mechanic, or farmer.

The new President, A. R. Taylor, of the State Normal School, delivered the annual address; subject—The Problems which our Boys and Girls will be called upon to solve.

Prof. J. H. Canfield, of the State University, read a valuable paper on "Secondary Education in Kansas." He advocated a system of County High Schools, and general, normal and collegiate courses for those whose education stops at the high school, for those who wish to teach, and for those desiring college educations.

A paper, "We Can Do Something," by Miss Eva McHolly, of Wyandotte, was well written and well read.

Mr. Isaac Sharpless, of Council Grove, read a paper on the "Need of Extended Normal School Facilities in Kansas." He declared the Legislature its "meanest enemy," and demanded concentration of normal school facilities. Hill of Hiawatha, sustained him.

Dr. P. J. Williams, Dean of the Normal Department of the State University, followed with an address on "What Improvement, Legal and Professional, can be made in the Normal Institute System?" He wanted an educational pyramid, 8,000 primary schools, 1,000 grammar schools, 100 high schools, seven normal schools, and to crown all a great university. He declared the summer normal institutes better than those in eastern States, but thought they should be more distinctly didactic and pedagogic, more training and less instruction.

Dr. D. M. Harris of Nashville, Tenn., spoke upon the "Educational Condition of the South." In the evening he also lectured on "The Duty of the State to Encourage the Fine Arts."

Prof. W. J. Graham, of Baker University, read a paper in favor of studying the classics. President Fairchild quoted Johnson's remark that Shakespeare knew "little Latin and less Greek."

President Fairchild, of the Agricultural College, spoke upon "What Industrial Exercises are Advisable in Common Schools?" He advocated the gradual introduction of the industrial system into the common schools in some degree.

J. W. N. Whitecotton, of Oshome, spoke on the question "Is a Uniform Course of Study for Common Schools Feasible?"

State Superintendent Speer addressed the association on the Kansas School Journal, *The Educationist*, which under its new management will undoubtedly become a live, progressive sheet.

Prof. McDonald, of the State University, opened the discussion on "Music in the Common Schools." He was followed by Williamson, Platt, Fairchild, Tilotson, Wright and Mrs. Finley. They favored its introduction.

The evening session of the last day was mostly devoted to school speeches on assigned topics. The subjects and speakers were as follows: "The County Superintendency," Superintendent Lee, of Riley Co.; "Our Rural Schools," Superintendent Adams, of Osage Co.; "Our City Schools," Prof. Wheeler, of Troy; "The State Normal," Miss Lillian Hoxie; "The Agricultural College," Prof. D. E. Lanty; "The State University," Prof. W. H. Carruth; "Late Importations," Prof. Hill; "Private Institutions of Learning," Prof. Sanders.

Telegrams from the State Associations of Michigan, Wisconsin, Illinois, and Colorado were read amid tumultuous applause. Resolutions were adopted favoring a geological survey of the State. The election of county superintendents by the voters not residing in cities of the first and second class; pledging the teacher's support to Mr. Speer, as the editor of the *Educationist*; advocating a change of time of holding the annual school meetings from August to June; favoring the township school system, and requesting the Legislature to add to the branches of common school study the hygienic effects of alcoholic and narcotic poisons.

Following are the officers for the ensuing year: President, Jos. H. Canfield, State University; Vice-President, G. W. Jones, of Linn Co.; Secretary, J. C. Weir, of Arkansas City; Treasurer, Miss Eva McHolly, of Wyandotte; Executive Committee, Hon. J. H. Lowhead of Bourbon (just elected State Superintendent); Prof. A. V. Jewett of Abilene, and Superintendent M. J. Wilcox of Mitchell Co.; Board of Directors, Miss Clara L. English of Leavenworth High School, Miss Lillian Hoxie of Emporia Normal School, J. C. Wier of Cowley, J. W. N. Whitecotton of Osborne, Edwin Wasson of Bourbon Co., Frank A. Fitzpatrick and H. C. Speer were elected Delegates to the National Teacher's Association. J. B.

FOR THE SCHOOL JOURNAL.

WHERE THE TROUBLE IS.

A SKETCH OF A GOOD SCHOOL.

BY SUPT. L. R. KLEMM, Hamilton, O.

[This sketch may seem to some Utopian, and, we confess, it seems hard to imagine that in this age of cram and grade-grind many such bright spots, as here described, can be found. This picture is like a cup of pure cold water in a desert land, or a cool breeze on a sultry day. When this description will fit every school, or even a majority, then it can be truthfully said that the "New Education" is no longer *new*. We hope Supt. Klemm will tell us whether this school is still in existence, or has been measured out of its vitality by the rule of some superintendent's thumb.—EDS.]

It is said that pupils are obliged to study too many branches. This is an erroneous statement. The difficulty lies elsewhere. It is not the number of branches, but the manner of studying them, that causes dissipation. Permit me to sketch the way we were taught in the school I attended when a boy. We had two languages, Latin and French. To-day I remember very little of my Latin, but a good deal of my French. Why? The Latin was taught to us very much in the way of a post-mortem examination. There was no Latin conversation, no Latin composition; nothing but humdrum translation and veritable dissecting was done. Our French teacher permitted no translations, all was life in his lessons. He talked to us in French; we caught the pronunciation, made use of our limited vocabulary, and in a short while we boys used French as if it had been our mother tongue. We had mathematics, but no text-book. We never saw a text-book of mathematics. All we were required to have was a ruler, a compass, and a number of note-books. The teacher supplied the subject matter. We had astronomical and physical geography, and as text-books nothing more than an atlas, and drawing materials for drawing maps. The teacher was supplied with a tellurian, relief maps and other appliances.

We had geology, zoology, and botany, and a text-book for all three branches no larger than a primer. The school was supplied with a set of illustrative charts, and a well-stocked museum of natural history, which contained a plentiful set of

minerals, stuffed animals, an herbarium, and numerous preparations of *papier mache*. We had anatomy and physiology, but no text-book for these branches. Instead of that we had a complete skeleton, colored charts, and numerous preparations of *papier mache*, plaster of Paris and rubber. We had history and a teacher whose checks grew red with enthusiasm when he narrated to us glorious deeds of ancient and modern nations. Our text book contained 60 pp.; it was a little pamphlet. Oh, the wonderful moments when we listened to him with bated breath! We were Greeks with Pericles, Carthaginians with Hannibal, Romans with Cæsar, Goths with Theodoric, Franks with Charlemagne, Swedes with Gustavus, Prussians with Frederick, Englishmen with Marlborough, Americans with Washington.

We had natural philosophy and a laboratory in the basement. We had history of literature and a library of several thousands of the best of books. We had rhetoric and elocution, without even knowing that we were studying these branches; it was done in a practical way that resulted in efforts not to be despised. We had drawing and singing; we had gymnastics and excursions—in fact our course of study was a very complex thing, but we obtained a goodly stock of knowledge and a fair degree of skill, because we were made to acquire them by self-activity.

Here is an example of a lesson in zoology: The stuffed swan was brought into the class. The professor stated the characteristic features of the swimming birds, then we were called upon to find these features in every other species or family of swimming birds, which latter were exhibited either "in natura" or in pictures. Then things were discovered and accurately stated which proved their dissimilarity. Thus, around that one stuffed bird was grouped all our knowledge of such birds. Afterwards we had to write down what we had learned. And this latter procedure was the best thing of all, for it was taken for granted that we knew nothing of a subject, unless we could make it clear to others. Sometimes an oral statement was sufficient, but it had to be complete; no essentials were permitted to slip our notice. When review week came the pupils were allowed to catechise each other. Through all these studies there was noticeable the red thread of language—instruction. All instruction was instruction in language, and we were trained in an easy and elegant use of the mother-tongue without the paraphernalia of parsing and dissecting—simply by a careful use of the language.

Each class made frequent excursions into shops, mills, factories, and into the woods. When we went into the woods each one of us was armed with a small hammer for breaking minerals, pincers for dissecting plants and blossoms, pins to fasten insects on cork or our hats, and a tin box hung over the shoulder by means of a strap. No one was without his note-book in which he entered a sketch of the journey and new names. Two pennies (2½ to 3c.) for a glass of milk at a farm-house and a roll of bread was enough to keep body and soul together. What an indescribable charm these excursions had to us!

We fought the famous battle of Marathon over again, not in sunny Africa, but on a pasture or a stubble-field nearer home. I shall remember to my dying day, that, much to my regret, I had to attack the Pass of Thermopylae on the side of the Persians. In the Neander Valley we dug up remains of prehistoric men. Our professor in history, then a man in the prime of life (may kind Providence grant him a happy old age!) stood in the midst of his pupils, and with glowing cheek and the chest-tone of conviction, told us how brave Frederick had defeated the French and sent them flying across the Rhine; and amid the ruins of the ancient Falkenburg he made clear to us the victory of modern thought and civil virtue over the old feudal system.

All our knowledge was *experience*, not dry book wisdom.

Coming home from such an excursion, or from a visit in a factory we could scarcely wait to get a

meal, so eager were we to write down an account of what we saw and learned. School was a perfect paradise to us. Our school-bag was not heavy. The intercourse between pupils and teachers was very pleasant, because the teacher shared all the hardships with us, and a case of truancy was unheard of.

And now I come to the best feature of our school. There was no rivalry among the pupils (the worst kind of mental dissipation), except in this, that each one of us strove hard to be recognized as "Primus" of his class for good deportment. That was a great honor, for to the primus was entrusted the class-journal, that important book, upon the leaves of which were immortalized the flower of the school. And there was no per cent. system. Every examination consisted of compositions (except in mathematics). So, for instance, in physiology or in any one of the branches we studied, a limited number of themes was given out, each pupil could choose one, and write as complete a dissertation as possible. These productions were not gauged on a scale of one hundred, for that would have necessitated little matter of fact questions, that embraced nothing but bare facts. The examination papers were either satisfactory or they were not; in the latter case a second examination was required after a few weeks.

It will easily be seen that we were required to learn much, but it will equally easily be seen that we did learn a great deal more than we could have learned from books. But despite the multitude of studies, there were no mental cripples among us. Each one went to the limits of his capacity; all this was owing to the methods pursued.

FOR THE SCHOOL JOURNAL.

BAD, OR BADLY?

[This article was prepared at our request, by Superintendent C. JACOBUS, of New Brunswick, N. J.]

Not a few seem to be entirely at a loss to determine which of the two words above should be used in completing the predicate in sentences in which the principal verb is feel, taste, smell, or some verb of similar predication.

One of our correspondents asks our opinion as to the correct use of "badly" in the following sentence: "Gertrude felt badly, at first, at being obliged to leave" saying that some public school principals are interested in the matter. It is well they should be, but that interest should have been manifested long ago, so that by this time all questions relating to sentences so common as this should be definitely settled, and they should be thoroughly fortified by all the defences of correct expression, especially when such defenses are a matter of so little thought and labor.

Even those who sign themselves "Editor" are not unfrequently unable properly to clear up the difficulties connected therewith, and, by singular statements, even confuse and distract those that look to them for better things. Recent numbers of the *American Teacher* contain the following questions, with *comment* and *response*, which we insert entire, wondering at the explanations (?) and the satisfaction (?) received by earnest enquirers.

We quote from the *American Teacher*:

I.

32. Which is correct,—"I feel bad or badly?" L. F. "I feel bad" is correct; because some intransitive verbs, as feel, smell, taste, and the like, require a complement (predicate adjective or predicate nominative) to complete the sense. "Badly" is an adverb; so "bad" is required.

ISABELLA R. BROWN,
San Francisco, Cal.

"I feel bad" is correct.—Elias Crane, H. M. Grimm, and E. Pettit Bunce.

Ana.: "Badly."—G. H. Harvill, and Bessie M. Gage. Comment: In this latter opinion we concur. Intransitive, or copulative verbs of action (physical or material) require an adverbial predicate. Is there any objection to the expression "I feel well"? Richard Grant White's article on the subject would convince the most skeptical.

II.

1. On page 46 of the *American Teacher*, I see you put *I feel well* and *I feel badly* forward as sentences composed of the same grammatical elements; would you do the same with the following sentences? *I am well*, and *I am badly*.

T. PALMER, Norwich, Conn.
Response.—We would. "I am bad," and "I feel that I am bad," are synonymous in their signification of an

acknowledgment of moral obliquity. "I feel bad," and "I feel good, relative to physical conditions, are wholly incorrect.

EDITOR.

On the above question and quotations we make the following observations:

In the sentence, "Gertrude felt badly, etc., we condemn, unhesitatingly, the use of "badly," and would substitute for it "bad," or a word of the same meaning in the *adjective* form.

In the "comment" given above, the editor concurs in the opinion that sanctions "badly," and in the illustrative (?) part of the question following, introduces an *adjective*, "well", to defend the use of an adverb, asking if there is any objection to it, and then appeals to Richard Grant White's article on the subject (possibly referring to White's *Every-Day English*, pp. 480-483), where White vigorously defends the use of the *adjective* in this and similar constructions. This "comment" involves a species of intellectual gymnastics that is quite amusing. In the "response" above the editor performs the same feat with additional features.

The expressions, "I feel bad" and "I feel good," referring to physical conditions, he condemns as "wholly incorrect," while, in our opinion, they are *perfectly correct*, and it seems to us that it requires really very little discrimination to determine this; and the object of this article is not to magnify any faults appearing elsewhere, but to give (with these as a sort of text) definite rules by which the merest tyro in analysis or synthesis need not mistake as to the correct use of adverbs or adjectives in similar sentences.

Reed and Kellogg's "Higher Lessons in English," Lesson 32, *Caution and Explanation*, with examples below, hits the nail on the head precisely, and for those that have not this work, we give their explanation:

"Mary arrived *safe*. We here wish to tell the condition of Mary on her arrival, and not the manner of her arriving. My head feels *bad* (*is* in a bad condition, as perceived by the sense of feeling). The sun shines *bright* (*is* bright—quality,—as perceived by its shining). When the idea of *being* is prominent in the verb, as in the examples above, you see that the adjective, and not the adverb, follows."

To illustrate these two forms in one complex sentence, we venture the following: "The young surgeon felt *awkward* (adjective) in the presence of his seniors, as he felt *awkwardly* (adverb) with his probe for the bullet." "Awkward" refers to the condition of the subject, while "awkwardly" refers to the manner in which he felt for the bullet. It seems to us that all needed explanation is here, and in a nutshell. The above authority is not alone in lucid explanation. Another (Brown's "Grammar of English Grammars," p. 542, Obs. 11,) says, with equal force, "Consider whether, in the case in question, quality is to be expressed, or manner; if the former, an adjective is always proper; if the latter, an adverb. The above rules are for prose. In poetry, poetical license, through the figure of enallage, sometimes allows the use of an adjective in form for an adverb, e.g., in the following from Pope:

"Drink deep, or taste not the Pierian Spring."

We append a few examples (easily increased by a little exercise in composition, which will tend to fix the principles permanently in mind), illustrating what has been said above, and giving the correct use of adjectives and adverbs; the former, it must be remembered, if quality is referred to, the latter if manner: "The boy looked cold." "The lady looked coldly on the stranger." "He felt sad, looked glad, went mad, sang sweetly, ran swiftly, appeared handsome," etc., etc. "The sun shines bright." "The sun shines brightly on the tree-tops." "They all arrived safe and sound." "The boy is running wild." "The boy is running wildly about." (The last five sentences are from Reed and Kellogg's work, referred to above, Lesson 32.)

It will be seen that all that is necessary is to distinguish between the quality and the manner-meaning of the word used.

EVERY employment, even those demanding literary, scientific and artistic abilities, is strengthened with inefficient laborers who have never learned to do any one thing thoroughly and well.

WHY AND HOW.

Children love pets; they never tire of stories; and they are delighted with jingle and the fun of incongruity. Mother Goose reigns supreme in the fairy-land of infancy. Through these loves the little opening minds may be led to careful observation, comparison, and descriptions—steps at once necessary to mental growth, and leading up to the portals of science. By insensible degrees, play may be made to merge in study, and fun take on the form of fact.

A few familiar nursery-rhymes serve to connect the present with the past thought of the child. The pet of the household—the cat—is studied. From the obvious in structure and movement, the mind is led to see relations, and the adaptations of structure to functions and outward conditions. As each new animal is introduced, the study goes on by comparisons, showing resemblances and differences, and pointing toward scientific classifications.

The whole intent of the method is to incite to a study of the animals themselves, arousing interest and serving as a guide to observation.

An endeavor should be made to present the pleasant side of animal life. To this end the affection, the intelligence, and the uses of our servants and friends should be dwelt upon, and ideas of violence receive but a passing notice. That we should be kind to animals is a necessary inference from observed relations, and this obviates the necessity of a formal exhortation or a cut-and-dried moral.

A STORY—THE HORSE AND ITS FRIENDS.

In some places men keep horses to ride when they go out to hunt foxes, and these horses are called hunters. Dogs are also used in the hunt, and the horses and dogs are so much together that they often become the best of friends. Once old "Hector," a dog, had such a liking for his friend "Ben," the hunter, that he would leave his own bed and go and sleep with Ben in the stable.

In the morning when Hector was let out, Ben would be very uneasy until he came back, and, when he came, the horse would give a joyful neigh. Ben would stoop his head, and Hector would lick it all over, and then Ben would scratch Hector's back with his teeth. One day when they were out together, a big dog set upon Hector and threw him down, and began to bite and tear him. Ben saw the danger his friend was in, and rushed forward to help him. The strange dog felt a grip in the back, and then he was thrown so far that he was glad to be able to get up and limp away. He never tried to touch Hector again when Ben was about.

Here is another story of a horse and his friends: A poor stray kitten found its way into a stable and made its home there. It soon made friends with a lame chicken and the pony, and the three were never quite happy except when together. It was very funny to see the kitten and the chicken close together upon the pony's broad back, while he would stand very still so as not to disturb them.—From "Book of Cats and Dogs," by James Johonnot.

JUDGE GERALD of Waco, Texas, recently said:—"I ask you, when you look upon the starry flag, that is now the common heritage of fifty millions of freemen, embalmed in southern hearts by the memories of the blood of southern patriots, who with Washington, Jefferson, Madison, Pinckney, Sumpter, Lee and others had stood sponsors at a nation's baptismal font, if perchance across the path of memory should stray a thought of the flag that has long since been laid to rest forever, it should not be with heart burnings and regret, but think of it as one who, in the morning of his manhood, at the altar pledged his faith and love to some fair girl who in her early beauty died, yet can in after years stand by her grass green grave, and on the lips of the second impress the kiss of love and faith, as he drops a tear to the memory of the loved and lost."

It is such sentiments, so expressed by gallant men, that show that the war is indeed ended and that we are a united people.

BOOK DEPARTMENT.

NEW BOOKS.

THE STORY OF MY LIFE. By J. Marion Sims, M.D., LL.D. Edited by his son, H. Marion Sims, M.D. New York: D. Appleton & Co. Price \$1.50.

Ruskin says that, "The lives we need to have written for us are of the people whom the world has not thought of—who yet are doing most of its work, and of whom we can learn how it can best be done." Although Dr. Marion Sims' name was well known, and his death was felt by many outside his circle of personal acquaintances, his life was passed so unostentatiously that only the results of his work were known, and these were the grandest in modern surgery. Of his struggle through poverty and obscurity to well-earned fame and position, the public are now indebted to some autobiographical notes edited by his son. Dr. Sims says of his life: "It has been a real romance, full of incident, anxiety, hope and care; some disappointments, and many successes, with much sickness and sorrow; but it has also been full of joy, contentment and real happiness."

A record of such a life is worth preserving, not only to members of his profession, but to all who find a stimulating influence in the histories of good and great men.

Dr. Sims was the founder and organizer of the Woman's Hospital of New York—the first institution devoted exclusively to the treatment of female diseases; his contributions to medical literature are among the most valuable of the kind; his professional fame rests upon discoveries which renders some diseases curable which had been before treated unavailingly. He possessed those characteristics that form the type of the ideal physician—"The brain of an Apollo, the heart of a lion, the eye of an eagle, and the hand of a woman."

ARCHITECTURAL PERSPECTIVE FOR BEGINNERS. Containing eleven plates of practical examples, considered with reference to a student in an architect's office. By F. A. Wright, architect. New York: W. T. Comstock. Price, \$3.00.

This is an invaluable work for students of perspective, by one of the best architects of the day. The articles that appeared in *Building* about a year since on this subject have been re-written, a number of new plates added, and these are now brought out in book form. It will be found to meet the wants of a large class of students who are compelled to study without the advantage of a teacher, and who need to have the subject set before them in the simplest way. Practical examples are taken and carefully worked out, step by step, with full explanations, some new principle being illustrated by each new plate. Then come hints upon shading with pen and ink, and sketching in perspective is fully treated.

Among the plates we note front and rear views of the well-designed Newburg Free Academy, by the author. Plan plate No. 7 (top), with a few changes, would make an exceedingly suitable design for a country school-house.

EDWIN ARNOLD AS POETIZER AND AS PAGANIZER. By William Cleaver Wilkinson. New York: Funk & Wagnalls, Paper, 15 cents.

This is a valuable exposition of the main facts in the life of Buddha, and the claims which his religion can justly make upon mankind. Mr. Wilkinson believes that Mr. Arnold's poem has had a weakening effect on the faith and conscience of America, and in a trenchant yet courtly fashion he lays bare the discrepancies between the facts and the fictions in reference to Buddhism. His dealing with the literary qualities of "The Light of Asia" startles one at the very outset with the boldness and calmness of his denunciation. He recognizes the strength of the popular sentiment, and literary sentiment as well, with which he has to contend, but he is apparently too sure of his footing to be flattered thereby.

JOHN ADAMS. By John T. Morse, Jr. Boston: Houghton, Mifflin & Co. Price, \$1.25.

The ten volumes preceding this one about Adams (embracing a series called American Statesmen, and edited by Mr. Morse) have won the hearty admiration of readers and critics. They well fulfill the purpose for which they were published—that of presenting in compact form the result of extensive study of the many and diverse influences which have combined to shape the political history of our country.

The life of John Adams is an eventful one in the history of America, from his association with prominent characters of that period, as well as from his own position

in political affairs. Mr. Morse is an able biographer, and presents the facts of John Adams' career in an intelligent and compact form. The volume is a valuable one.

LIFE OF WAGNER. By Louis Nohl. Translated from the German of George P. Upton. Chicago: Jansen, McClurg & Co. Price, \$1.25.

The revival of German opera, and the recent enthusiasm in this country over Wagner's works, make this volume peculiarly acceptable. Not only is it a biography, in which the details of Wagner's life are told, but it is also critical and descriptive regarding the compositions of the great masters. The writer, it may be interesting to know, was awarded the prize (in Germany) for the best essay on "Wagner's Influence on the National Art." The translator, Mr. Upton, adds a chapter upon the last days of Wagner, which completes the volume. A portrait occupies the frontispiece, uniform with others in this series of biographies of musicians. We hope to see Mendelssohn and Handel follow the works on Mozart, Beethoven, Haydn, Liszt, and Wagner.

FRESH FIELDS. By John Burroughs. Boston: Houghton, Mifflin & Co. \$1.50.

There is a raciness and out-door flavor in Burroughs' style that make it always readable and refreshing, in spite of an occasional air of affectation. In these papers he tells of his observation of nature and human nature in England and Scotland in a fashion that is thoroughly interesting. There are not in America many closer or more sympathetic observers of plant and bird life in its minutiae than Mr. Burroughs, and his book is crowded with these. He takes occasion in one chapter to draw a comparison between Emerson and Carlyle, which seems very timely.

EVE'S DAUGHTERS. Marion Harland. New York: Charles Scribner's Sons.

This is a book of "common sense for maid, wife, and mother." Such books are getting to be more and more common, and it is well that literature of this sort be widely disseminated. Long enough the "Man, know thyself" has been accepted, but it is only in recent years that a few brave souls have said, "Woman, know thyself!" This book on womanhood comes with especial grace from one who has for so many years been a constant source of good advice of all kinds for her sex.

WOMEN, PLUMBERS, AND DOCTORS. Mrs. H. M. Plunkett. New York: D. Appleton & Co. \$1.25.

The object of this book is to show that, if women and plumbers do their whole duty in the matter of sanitation, there will be comparatively small occasion for the services of the doctor. In a preface the author disclaims any attempt at originality, and reminds captious critics that sanitary science is a science of collated facts. Her aim has been to concentrate the existing light of to-day upon one small field—the home. It has been well done, and the book is a welcome addition to the literature of sanitation.

KENTUCKY. N. S. Shaler. Boston: Houghton, Mifflin & Co. \$1.25.

This is one of the "American Commonwealths," edited by Horace E. Scudder; it is designed to give the reader a short story of the development of that pioneer commonwealth, but it makes no pretension to being a complete history. Its main object is to show the motives that have guided the people in shaping their commonwealth, and only those incidents are used that are needed to explain and illustrate these motives. It is an excellent condensed general history, and opens the way to a more thoroughly detailed study.

A PENNLESS GIRL. From the German of W. Heimbürg. Translated by Mrs. A. L. Wister. Philadelphia: J. B. Lippincott & Co. Price, \$1.25.

A favorite theme of the German story writers is the uncomfortable position of a portionless girl. This is very cleverly re-used in an interesting although simply told novel, by W. Heimbürg, and is excellently translated by Mrs. Wister, whose name alone is a guarantee of good work.

WHITE FEATHERS. By G. I. Cervus. Philadelphia: J. B. Lippincott. Price, \$1.00.

This is the first time we have seen the name of this writer, but his story is not the work of an apprentice. "White Feathers" is an interesting narrative of business and home life. The denouement is carefully veiled until the last moment, and is somewhat startling. The plot is exciting but not overdrawn.

MAGAZINES.

The splendid bound volumes of *The Century* and *St. Nicholas* for 1884, come promptly with the new year.

and are heartily welcome on this desk. In looking them over one is newly impressed by their elegant outward appearance and the profusion of high-class contributions they contain. The two volumes of the *Century* contain six hundred and sixty illustrations. The price per volume is: gold cloth, gilt top, \$3.50; green cloth, \$3.00; half Russia, \$4.50. The price of *St. Nicholas* is \$5.00. The *Century* Co. also issue a book of Stories, Rhymes, and Pictures for Little Folks, entitled "Baby World," compiled from ten years of *St. Nicholas*, by the editor, Mrs. Mary Mapes Dodge. It includes three hundred pages crowded with pictures, short stories (many of them in large type for little eyes), bits of quaint rhyme and charming verse.

The February number of the *Magazine of Art* will have for its frontispiece a facsimile reproduction, in two colors, of a portrait of the beautiful Lady Maria Waldegrave. A portrait of greater contemporary interest in this number will be that of Mr. Elihu Vedder, with a biographical sketch of that distinguished artist by Miss A. Mary F. Robinson. Cosmo Monkhouse, Helen Zimmerman, and F. Mabel Robinson, will be among the other contributors to this number.

The opening number of the *English Illustrated Magazine* for this year is one of remarkable excellence. It would be difficult to make a selection among its various and abundantly illustrated papers, because all are so good. It evinces liberal publishers and a "live" editor, and takes a high place among the standard magazines.

An important feature of *Babyhood* for January is an article by Dr. Yale on "The First Steps," in which the earliest development of the Baby's power of locomotion is described in a practical manner, with suggestions as to the avoidance of "bow-legs," "knock-knees," etc.

In General Grant's paper on Shiloh, in the February *Century*, he tells the story of a narrow escape on the second day of the battle. A ball struck the metal scabbard of the General's sword just below the hilt, and broke it nearly off.

Our Little Men and Women for January blossoms out into a new and pretty cover. The pictures are bright and pleasing, and the stories and poems are by good writers—Mary B. Dodge, Frances A. Humphreys, Margaret Sidney, and others.

The *Book Buyer* is one of the always welcome periodicals on the desk of the *JOURNAL*. It has gained a large circulation and made itself indispensable with the class for which it is intended.

In the January *Musical Record* we note a song by A. H. Behrend, "Love's Reply"; a polka, by James H. Sykes; and a song for soprano, "Now Was I Wrong?" by Louis Engel.

The *Mutual*, the monthly organ of the Mutual News Co., just organized, is very fine typographically and otherwise, and evinces the enterprising spirit of the concern.

In *The Critic* of Jan. 17 is an account of the domestic life and literary labors of Mark Twain. It is written by Mr. Charles H. Clark, of the *Hartford Courant*.

Literary Life is a popular and entertaining little monthly, published by the Elder Publishing Co., Chicago.

The book is, typographically, very handsome, being issued with all of Mr. Comstock's usual good taste.

NOTES.

Henry Ward Beecher, in the February number of the *North American Review*, is to discuss the question whether clergymen should "meddle with politics."

Harpers' *Young People* will be published in England with its parent, *Harpers' Magazine*.

PAMPHLETS RECEIVED.

"Lead Us Not Into Temptation." By Rev. Newman Hall, New York: National Temperance Society.
Eighteenth Biennial Report of the Public Schools of Williamsport, Pa. 1884-5.

Jewish Hygiene and Diet, The Talmud, and various other Jewish writings heretofore untranslated. By Carl H. Von Klein, A.M., M.D.

Harlan P. Hubbard vs. the Dr. S. A. Richmond Medical Company.

"Mind Your Own Business." A dialogue for six characters. By Edward Carswell. New York: National Temperance Society. Price three cents.

"A True Mother and her Reward." By Dr. C. R. Blackall. New York: National Temperance Society. Price fifty cents per hundred.

HORSFORD'S ACID PHOSPHATE.

ADVANTAGEOUS IN DYSPEPSIA.

Dr. G. V. DORSEY, Piqua, Ohio, says: "I have used it in dyspepsia with very marked benefit. If there is a deficiency of acid in the stomach, nothing affords more relief, while the action on the nervous system is decidedly beneficial."

FOR THE SCHOLARS.

THE QUEER SCHOLARS.

The sun was shining softly,
The day was calm and cool,
When forty-five frog scholars met
Down by a shady pool—
For little frogs, like little folk,
Are always sent to school.

The master, perched upon a stone,
Besought them to be quick
In answering his questions,
Or else (his voice was thick)
They knew well what would happen,
He pointed to his stick.

Their lessons seemed the strangest things,
They learnt that grapes were sour;
They said that four and twenty days
Exactly made an hour;
That bricks were made of houses,
And corn was made of flour.

That six times one was ninety-five,
And "yes" meant "no" or "nay."
They always spent "to-morrow"
Before they spent "to-day,"
Whilst each commenced the alphabet
With "z" instead of "a."

As soon as school was over
The master said, "No noise!
Now go and play at leap-frog."
(The game a frog enjoys),
"And mind that you behave yourselves,
And don't throw stones at boys!"

EDUCATIONAL CALENDAR FOR FEBRUARY.

By N. O. WILHELM.

Feb. 1, 1601.—Alexander Pope, popular English poet and critic, died in London; translated Homer's "Iliad"; wrote "Essay on Man."
 Feb. 2, 1848.—"Gaudalupe Hidalgo," treaty of peace between United States and Mexico.
 Feb. 3, 1817.—Horace Greeley, an American journalist, born; distinguished opponent of slavery; founded the New York Tribune; wrote the "American Conflict"; offered himself as bail for Jefferson Davis.
 Feb. 4, 1861.—Confederacy formed at Montgomery, Alabama.
 Feb. 5, 1881.—Thomas Carlyle, distinguished British essayist, historian, and speculative philosopher, died; born in Scotland.
 Feb. 6, 1664.—Queen Anne, English Sovereign, born; Addison, Pope, and Swift lived during her reign; last sovereign of the House of Stuart.
 Feb. 7, 1812.—Charles Dickens, great English novelist, born; reporter for daily press; "David Copperfield" and "old Curiosity Shop" are considered his best works.
 Feb. 8, 1586.—Mary, Queen of Scots, beheaded, no doubt by direction of Queen Elizabeth.
 Feb. 9, 1773.—W. H. Harrison, ninth President of the United States, born in Virginia.
 Feb. 10, 1840.—Victoria, Queen of Great Britain and Ireland, and Empress of India, married to Prince Albert, who died in 1861.
 Feb. 11, 1847.—Thomas A. Edison, remarkable American in inventor, born.
 Feb. 12, 1809.—Lincoln born; issued the Emancipation Proclamation. Also Chas. Darwin, eminent English naturalist, geologist, and author, born.
 Feb. 13, 1789.—Ethan Allen, an American Revolutionary officer, died; born in Connecticut; leader of the famous "Green Mountain Boys"; at the head of eighty-three men captured Fort Ticonderoga and Crown Point.
 Feb. 14, St. Valentine's Day.
 Feb. 15, 1564.—Galileo, an illustrious Italian mathematician and natural philosopher, born; invented the telescope.
 Feb. 16, 1857.—Dr. Kane, distinguished American explorer, born in Pennsylvania, explored Asia, Africa, and the Arctic region.
 Feb. 17, 1563.—Michael Angelo, celebrated Italian painter, sculptor and architect, died; was born in Tuscany, 1475; painted "The Last Judgment" and "Transfiguration."
 Feb. 18, 1546.—Luther, the great leader in the Reformation, died.
 Feb. 19, 1473.—Copernicus, celebrated astronomer, born; author of "Copernican Theory"; solved the greatest problem pertaining to astronomy.
 Feb. 20, 1664.—Voltaire born; most remarkable man in French literature.
 Feb. 21, 1815.—Robert Fulton, celebrated engineer and inventor, died; born in Pennsylvania; was the first to practically apply steam in navigation.
 Feb. 22, 1732.—George Washington, born.
 Feb. 23, 1848.—J. Q. Adams, died; American statesman, orator and diplomatist; sixth President of the United States; born in Massachusetts; called the "Old Man Eloquent."
 Feb. 24, 1684.—Handel, born; excellent, profound, German musical composer.
 Feb. 25, 1791.—First United States Bank chartered for twenty years; re-established 1816 for twenty years.
 Feb. 26, 1802.—Victor Hugo, celebrated French lyric poet and novelist, born; wrote "Les Misérables."
 Feb. 27, 1807.—Longfellow, American poet and scholar, born in Maine; wrote "Hyperion," "Evangeline," "Courtship of Miles Standish," "Hiawatha."
 Feb. 28, 1809.—Lamartine, French poet and celebrated historian, died; took a prominent part in formation of the French Republic.

HOW TO USE THE EDUCATIONAL CALENDAR.

The facts given in the Calendar are simply pegs on which other facts are to be hung. We make the following suggestions for its use; others will occur to the teachers:

- Let the subject for each day be written on the board.
- As a part of the opening exercise, or as a five minutes' exercise between classes during the day, or the last thing in the afternoon, talk it over with the children.
- Ask them to tell what they know about the subject, and tell them where they can find more about it.
- The next day call for additional facts, and review those already given.
- Do not make this exercise a task, but a privilege which all may enjoy.
- Advise each pupil to keep each day's exercise in a note-book provided for that purpose.
- At the end of the week have a general review; name the subject or the date, and call on one pupil after another to make a single concise statement on that subject or date until it is exhausted; then another, etc.

In the INSTITUTE and in the last JOURNAL of each month will appear the outline of the Educational Calendar for the next month. In the JOURNAL the subjects of this outline will be enlarged upon.

NOTEWORTHY EVENTS AND FACTS.

DOMESTIC.

The New Orleans Cotton Centennial Exposition was opened Dec. 16, in the presence of a great crowd. At the executive mansion in Washington, President Arthur, amid a select company of dignitaries, at 2:30 p. m., listened to the reading of the address prepared by President Richardson; he then made a suitable reply—which was telegraphed to New Orleans—and, by touching the electric button, set in motion the machinery in the Exposition, 1,100 miles away.

Dec. 15th, the House again passed the bill elevating the Commissioner of Agriculture to the dignity of a Cabinet officer, under the title of Secretary of Agriculture.

The bill "for the admission of Dakota" passed the Senate by almost a strict party vote, Dec. 16th, but it is probable that it will fail in the House, as it has become a party measure, besides the fact that Dakota would add two to the Republican majority in the Senate.

The Eastern Illinois Hospital for the Insane, located at Kanakakee, took fire Jan. 18th, and in spite of heroic efforts for the preservation of the inmates, seventeen were burned to death.

Mr. William M. Evarts has been elected successor of Elbridge G. Lapham in the United States Senate. Mr. Evarts was born in Boston, Feb. 6, 1818, graduated at Yale College in 1837, and at the Harvard Law School in 1841. He soon reached the forefront of his profession, and in 1857 received the degree of Doctor of Laws from Union College; the same honor was paid him by Yale in 1865, and by Harvard in 1870. Mr. Evarts has been a successful counsellor in many important cases, notably Andrew Johnson's great impeachment trial in 1868; in the Alabama matter, in which his powerful presentation of the American case before the Geneva tribunal aided largely in reaching a just and equitable decision in settling the Alabama Claims; and in the Rev. Henry Ward Beecher's famous trial in 1875. He was appointed Attorney-General during the latter part of Johnson's administration; appointed by Gov. Tilden to serve on the Charter Commission, and in March, 1877, entered President Hayes' Cabinet as Secretary of State. In that position he put new life into the department and closed his term with general satisfaction to the country. His election now to the U. S. Senatorship meets with general satisfaction.

FOREIGN.

English papers continue to condemn Mr. Gladstone's foreign policy, the Times even calling upon him to resign. It is not improbable that he may do so, as he is in poor health, suffering especially from sleeplessness. His physician orders him to take complete rest.—Queen Victoria's youngest daughter, the Princess Beatrice Mary Victoria, is betrothed to Prince Henry Maurice of Battenburg.

The Congo Conference has seemingly aroused instead of allayed the greediness and jealousy of the powers. A series of annexations has begun. England has hoisted her flag over St. Lucia Bay, on the coast of Zululand, and the Louisa and Woodlark Islands. Germany has taken possession of the Admiralty Islands, the islands of New Britain and Ireland, and portions of New Guinea; Spain has annexed territory on the west coast of Africa between Capes Morejon and Oeste, and France lays claim to the New Hebrides.

France is entering upon an important senatorial election, upon which will depend the fate of M. Ferry and the next President's election. The executive term expires in January, 1886, and the election will be by joint vote of Senate and Chamber of Deputies.

The Nicaragua Canal treaty has been signed by Secy. Frelinghuysen and Gen. Zavala, President of Nicaragua. It provides that the United States shall bear the expense of the construction and Nicaragua shall forward the work to the full extent of her power, removing all taxes on canal property and material.

A self-acting machine gun, capable of firing 600 rounds a minute, has been invented by Hiram S. Maxim, an Englishman. The cartridges are carried in a belt composed of any number of lengths, which are connected together as the cartridges are used. One end of this cartridge-belt is placed in the gun on one side; the cartridges are picked out of it by the automatic action of the gun, and the belt and the cartridge-shells are ejected after firing. Every recoil of the gun brings the next cartridge into position, forces it into the barrel, cocks the hammer, pulls the trigger, extracts the empty cartridge-case and ejects it from the gun, all these processes going on with the almost inconceivable rapidity represented by the firing of 600 rounds a minute. The gun can be turned in any direction by turning a crank, and the rate of discharge can be accurately regulated, so that the gun may be fired rapidly or slowly, as desired.

Turkey has been trying to interfere with the movements of England in Egypt by sending troops thither. This England will not allow.

The social question is becoming a troublesome one throughout Europe. In France 300,000 people are out of employment; in Germany, Prince Bismarck himself admits that the working man is almost a slave; in England the meetings of the unemployed are becoming common, and a demand is arising for direct labor representation in Parliament. The Pall Mall Gazette suggests that Prince Bismarck summon an International Conference for the discussion of a solution of the social problem throughout Europe.

NEW YORK CITY.

CONCERTS FOR YOUNG PEOPLE.—The second in the series was given at Steinway Hall on Saturday afternoon, Jan. 17th. The house was filled with an audience remarkable for its juvenile character, and the interest it displayed. Miss Beebe and Mr. Oesterle were the soloists. The third concert is marked for Feb. 7th.

NOVELTY CONCERT.—We have space merely to announce that the third public rehearsal and concert take place Jan. 30th and 31st, at Steinway Hall, with a program of almost entirely new music, and Miss Fannie Bloomfield as the soloist.

PIANO-FORTE RECITAL.—Madame Hopkirk acquitted herself well at her first recital this season of piano-forte music, Jan. 15th. She repeated her program this week in Brooklyn, at the Historical Society's pleasant hall.

A LADY once astonished the quiet citizens of the Dutch hamlet of Peekskill by introducing a coach dog. The first rain storm washed off the black spots, and when the purchaser remonstrated with the dog merchant he said: "Beg pardon, ma'am, but there is a mistake; there was an umbrella went with that dog."

A YOUNG lady teacher in one of our city Sunday schools, whose class is composed of youngsters, after drilling them on the plagues of Egypt for some time, asked one of them "What was the third plague?" After a slight hesitation he answered, "The people were all turned into fleas."—Kingston Freeman.

EVERTY day adds to the great amount of evidence as to the curative powers of Hood's Sarsaparilla. It is unequalled for general debility, and as a blood purifier, expelling every trace of scrofula or other impurity. Now is the time to take it. Sold by all druggists.

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AN INVALUABLE BOOK
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CONTENTS: Preface: A Sketch of the Life of Joseph Payne; The Science and Art of Education; The Theory or Science of Education; The Practice or Art of Education; Educational Methods; Principles of the Science of Education: Theories of Teaching with their Corresponding Practice; The Importance of the Training of the Teacher; The True Foundation of Science Teaching; Pestalozzi; The Influence of his Principles and Practice on Elementary Education; Froebel and the Kindergarten System of Elementary Education.

The price of the English edition is \$3.75. Of the unabridged American edition \$2.00. Our edition contains all that is of practical value to American teachers. The chapters omitted are: Training and Equipment of the Teacher (discusses men and matters that are only interesting to English teachers); Preface, etc., to Miss Youman's Essay on the Culture of the Observing Powers of Children (Preface to an American book republished in England); Curriculum of Modern Education (discusses claims of classics and science); Importance of Improving our Modern Methods of Instruction (discusses educational reports and results which were interesting, perhaps, at the time, to English readers); The Past, Present, etc. of the College of Preceptors, and Proposel for Endowment of Professorship of Science and Art of Education in College of Preceptors (Mr. Payne was Professor of the Science and Art of Education at the College of Preceptors in London, and these relate to matters of no importance to us), and a compendious Exposition of Jacotot's System of Education (a republication of a little pamphlet published by Mr. Payne in 1830, which discusses the teaching of a foreign language). Our edition also contains two important lectures not in other editions, viz.: Pestalozzi; the Influence of his Principles and Practice on Elementary Education; and Froebel and the Kindergarten System of Elementary Education.

It will be seen there are that this volume contains all those writings of Mr. Payne that have value to every teacher who seeks the foundation principles of the noble art of Education.

COMMENDATIONS.

From COL. F. W. PARKER, Pres. of Cook Co. Normal School, Chicago: "I advise every teacher to buy and study Payne's Lectures. No teacher can afford to be without the book."

From JAMES MACALISTER, Supt. of Schools, Philadelphia, Pa.: "It is not only the best, but the cheapest book on the subjects of which it treats, in the English language."

From L. DUNTON, Pres. of Normal School, Boston, Mass.: "These lectures are among the best writings on the subject in the English language."

From HON. JOHN D. PHILBRICK: "I consider Payne's Lectures one of the best educational books in our language."

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PUBLISHERS NOTES.

I find that the INSTITUTE is gaining in favor as well as in usefulness. It has many warm friends here.

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W. J. S.

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MRS. M. M. L.

The JOURNAL is a jewel of the first water.

M. E. G.

FAME confers a rank above that of a gentleman and of kings. As soon as she issues her patent of nobility, it matters not a straw whether the recipient be the son of a Bourbon or of a tallow chandler.

Publisher's Department.

We call special attention to the advertisement of the valuable books published by G. P. Putnam's Sons, and advertised in last week's JOURNAL. This firm has become famous through the excellence of their books. Among many other works they publish, "Brandt's Grammar of the German Language," especially adapted for the use of teachers who desire to pursue more scientific methods than can be used in mere elementary works. As a thorough treatise it stands very high. The "German High School Reader," and "Hart's German Classics for American Students," follow as companions to this grammar. The "Reader" fills a want long felt, and can be used, as Professor Appleton says, "to illustrate lectures on German literature." It seems hardly possible for any thorough teacher to get along without some work of this kind. The classics, containing as they do, "Hormann and Dorothea," "Die Piccolomini," "Selections from Goethe," and a part of "Faust," becomes almost necessity whenever the language of Bismarck is taught at all thoroughly. The "Tableaux de la Revolution Francise" must hold an important place in every French class. It is of this book that Professor Charlier says: "I shall certainly use it for my oldest pupils." Professor Morex's "Outlines of Roman Law" has come from one of the best of our younger scholars. It fills a place not before occupied, and is certainly "learned, accurate and just." The other books, "Cram and Moses' Politics," "Rogers' Six Centuries of Work and Wages," and "Social Economy" are well worth the most careful study. In literature the Putnams give us that magnificent book—"Prose Masterpieces in Six Volumes." It seems high praise to say that they are "worth their weight in gold," but it comes about as near the truth as language can be made to do. No words of ours can add to the value of Miss Brackett's "Poetry for Home and School," or Miss Morrison's "Songs and Rhymes for Little Ones." These books are all very valuable.

Among the books kept by the Boston School Supply Company, Hughes' maps for the wall deserve especial praise. Fifteen of these are now ready. They are a great improvement upon the older maps. Prof. Hughes' name is a sufficient guarantee of their worth, and when we add that they can be used with any geography, as they require no key, we think they need no further recommendation.

Of the dealers in second-hand books, Wm. H. Keyser & Co., of Philadelphia, are among the foremost. They make a special offer to teachers who wish to dispose of their old school books, and we can assure pleasant dealing between our readers and this firm.

"Something entirely new" is always sure of attracting curiosity, and if it proves to be meritorious as well as novel the curiosity is happily satisfied, and this is the case with the Exercises and Songs for School and Home, published by C. H. Browne, 19 Bond St., N. Y., which is a perfectly-graded elementary text-book in vocal music. Sample copies of Part I. will be sent, post-paid, on receipt of twenty-five cents.

A bright idea of the veteran publishers, D. Appleton & Co., has been to use the easier portion of the "Song Wave"—their newest collection of songs for the school and home—in a smaller volume called "The Wavelet." Primary teachers will be glad to introduce this in their school-rooms.

Lippincott's Science Series will recommend itself from a glance at the authors' names and titles of the different books it comprises. The advertisement on the first page should be consulted for reference; the terms for examination and introduction are especially favorable.

There are always schools requiring teachers, and there has never been a time known when teachers were not looking out for places. Mrs. Young-Fulton reaches both classes in a very satisfactory manner, and her name is so well-known that attention needs only to be directed to it.

The branch offices of the Staten Island Dyeing Establishment in Brooklyn, Philadelphia and Baltimore, have acquainted at least the eastern part of this continent with the excellent work done in dyeing all kinds of materials. Persons living near New York will be glad to know that their business is also carried on by means of the mail and express. Address Barrett, Nephews & Co., 5 and 7 John street, New York.

The advertisement of John Frick & Company will attract the attention of school officers who are expecting to present medals and badges to industrious pupils. This firm make their own jewelry and furnish estimates upon application. Their work is reliable, and tasteful in design.

Experience vs. Inexperience.

It is a matter of regret that in introducing Hood's Sarsaparilla, its proprietors are obliged to overcome a certain distrust by some people who have unfortunately bought worthless compounds mixed by persons ignorant of pharmacy. Messrs. C. I. Hood & Co. are reliable pharmacists of long experience and they make no claims for Hood's Sarsaparilla which cannot be substantiated by the strongest proof. And we say to those who lack confidence, read the unsolicited testimonials in favor of Hood's Sarsaparilla, and then prove its merits by actual personal test. We are confident you will not be disappointed, but will find it a medicine of great value, which can be implicitly relied upon. 100 Doses \$1.

THE CONQUEST OF THE MOORS

By the Spaniards, not only led to the discovery of America by Christopher Columbus, but it opened the way for its settlement and development. The results growing out of this conquest and discovery were manifold, chief among which was the erection of the Grand Union Hotel opposite the Grand Central Depot, New York City, whose owner, not content with supplying the traveling public with more than 600 elegant rooms at \$1 and upwards per day coupled with the opportunity to save \$3 carriage hire and expense of baggage transfer, has entered the field of authorship and compiled an elegantly illustrated treatise of the above subject, which will be mailed to any address upon the receipt of two cent stamps. Address "S," Grand Union Hotel, New York City, N. Y.

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"You must remember, my lord," said Mr. Evarts, "that a dollar would go a great deal farther in those days than it would now."

The gloom that the recital of this old story had thrown over the gang was wafted away by our friend in the long ulster, who said:

"I would suggest that that Evarts might have said something else."

"What?"

"He might have said: 'I never heard that he threw a silver dollar across the Potomac, but history tells us that he threw an English sovereign across the Atlantic.'"

"I UNDERSTAND that you have stopped practising," said the Secretary of State to an eminent colored physician.

"Yas, sah; 'cluded ter 'gin up de trade an' go to preachin'. In dis country dar hain't no money ter be made in de practicin' of medicine. Why, sah, ef I had er voted my time ez close ter authin' else ez I has ter business, I would er been putty well off by dis time. Ober two-thirds o' my patients neber paid me, sah."

"Why didn't you sue them?"

"Twouldn't do no good, 'cause da wuz dead, sah. I got de wus' class o' patients. None o' em neber had no health an' constitution."

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"Lost!"

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